DOCUMENT RESUME

ED 165 839 JC 790 113

AUTHOR Morford, Ted R.; Bell, Gerald L.
TITLE A Study of Community College Education in Kentucky.
INSTITUTION Kentucky Council on Public Higher Education, Frankfort.
PUB DATE Aug 77
NOTE 54p.; Parts of appendix may be marginally legible due to small type; Bibliography has been deleted due to small type

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Administrative Organization; Articulation (Program); Associate Degrees; College Role; *Educational Assessment; Educational Finance; *Educational Problems; Enrollment Trends; Finance Reform; *Governance; Institutional Characteristics; *Junior Colleges; *Program Coordination; State Surveys; Statewide Planning; Student Personnel Services; Teacher Salaries; Universities; Vocational Education
IDENTIFIERS Kentucky; *University of Kentucky Community College System

ABSTRACT

A comprehensive study of community college education, including two-year programs offered by the eight public universities, was undertaken to determine whether Kentucky has developed a comprehensive community college program, to assess its status and future directions, to identify educational and political issues, and to consider alternative governance structures for both the University of Kentucky Community College System (UKCCS) and the two-year programs of universities. Study methods included collection of institutional data, interviews with individuals representing all constituencies at each institution, and a questionnaire survey of all community college faculty and administrators. Findings indicated that problems or weaknesses existed in statewide planning, articulation and interinstitutional coordination, program quality and duplication, responsiveness to community needs, expenditures per student, developmental skills programs, faculty salaries, staff development, student services, and other areas. Along with 20 recommendations, principally addressing areas of governance and finance, the study report includes a list of pertinent issues regarding quality in community college education, a brief history of the Kentucky community colleges, profiles of the 19 institutions offering two-year programs, and statistical data on college appropriations, enrollments, career offerings, faculty salaries, and student ACT scores. The survey instrument is appended. (BB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED165839

A Study of Community College Education in Kentucky

Commonwealth of Kentucky
Council on Higher Education

August, 1977

JC 790 113

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kentucky Council on Public Higher Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

A Study of Community College Education in Kentucky

Commonwealth of Kentucky
Council on Higher Education

On September 14, 1977, the Council on Higher Education received this report and approved for subsequent guidance and implementation as appropriate the twenty recommendations contained herein.

Foreword

Almost 16 years have passed since the University of Kentucky Community College System was established by the Legislature. Statistics indicate a phenomenal growth in enrollments and program offerings at the thirteen campuses throughout the state. The system has become an integral part of the higher education community.

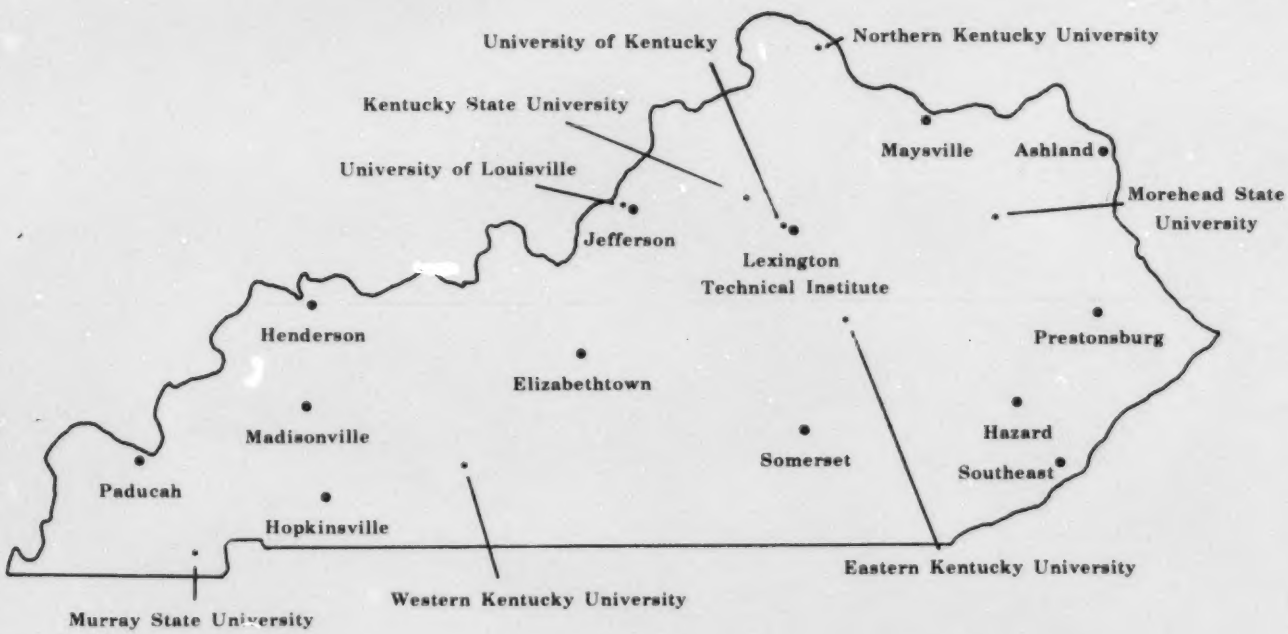
Over the years criticisms and concerns about various aspects of the system have been voiced, in particular, the pros and cons of the administrative arrangement for the community colleges have been debated in various arenas ranging from Council on Higher Education meetings to the floor of the Legislature. Several studies have been commissioned, the last being the Associated Consultants in Education (Blee) report in 1969. Some of the recommendations from these studies have been implemented; however, the system has remained fairly static in many respects. Critics have pointed to the several recommendations which were not implemented as sources of problems that they allege continue to exist. Rather than adopt recommendations that were not based on current conditions, it was the Council's decision (October 13, 1976) to direct the staff to conduct a study of community college education and prepare a report which would address the issues and make recommendations for resolution.

We were extremely fortunate to engage Dr. Ted R. Morford who has an extensive background in community college theory and practices to direct the study of the system. Dr. Morford was assisted by Mr. Gerald L. Bell and together they conducted an exhaustive study of the system. The result is, in my opinion, an objective evaluation of the community college educational efforts in Kentucky. I commend them for a job well done and strongly advocate the implementation of their recommendations. Although we might not be able to implement all of them immediately, we should pursue their ultimate adoption as soon as possible.

The following pages represent the interest and best efforts of many people concerned with the community college effort here in Kentucky. It is a good study and should serve to help answer those perennial questions which arise in regard to the community colleges and their administration.

Harry M. Snyder
Executive Director

Locations of University of Kentucky Community Colleges
and
Universities Offering Community College Programs



Contents

List of Tables ix

Preface xi

Introduction 1

Need for the Study 5

Issues 7

History 9

Institutional Profiles 11

Procedures 19

Findings 21

Recommendations 25

Concerns 35

Tables 37

Appendix 49

Bibliography 53

Council on Higher Education Membership 56

List of Tables

1. Appropriations Per Full Time Equivalent Student for Public Community Colleges and Technical Institutes in SREB States for the Year 1976-77 38

2. University of Kentucky Community College System, Percentage of Headcount Enrollment by Type of Program 1967-1976 39

3. University of Kentucky Community College System, Career Programs Approved and Offered by Institution for the Year 1977 40

4. Average Salary of Full Time Instructional Faculty on 9-10 Month Contracts in Community Colleges and Technical Institutes in SREB States for the Year 1976-77 41

5. University of Kentucky Community College System, Average ACT Composite Score and High School Average of Freshmen Men, Women, and Combined; As an Average of the Thirteen Community Colleges for Years 1974, 1975, and 1976 42

5A. National Norm, National Averages of ACT Composite Scores and High School Averages for Freshmen in Years 1974, 1975, and 1976 42

6. University of Kentucky Community College System, Full and Part Time Student Enrollment by Sex as Shown in Percentages of Total Enrollment for the Fall Semesters 1975 and 1976 43

6A. National Norm, Full and Part Time Student Enrollment by Sex as Shown in Percentages of Total Enrollment for the Fall Semesters 1975 and 1976 43

7. University of Kentucky Community College System, Full and Part Time Student Enrollment by Sex by Institution for Fall Semesters 1974, 1975, and 1976 44

8. Full and Part Time Student Enrollment by Sex in Two Year Programs at State Supported Four Year Universities and the University of Kentucky Community College System: For Fall Semesters 1974, 1975, and 1976 45

9. Full and Part Time Student Enrollment by Sex in Two Year Programs at State Supported Four Year Universities: For Fall Semesters 1974, 1975, and 1976 45

10. University of Kentucky Community College System, Number of Off Campus Offerings and Enrollment by Institution, by County for Fall Semester 1976 46

11. Origin of Enrollment by County for the University of Kentucky Community College System as Compared to Total Postsecondary Enrollment Including Public and Independent Two and Four Year Institutions and Postsecondary State Vocational Technical Schools for Fall 1976 ... 47

Preface

Regardless of the number of prior studies of community college education in Kentucky or the findings and recommendations of those studies, the question of how community college education should be administered and the mission of those institutions which offer community college education is still an issue. The Council on Higher Education has attempted to resolve these issues, at least on an educational basis, by conducting *A Study of Community College Education in Kentucky*.

In the process of reaching conclusions and making recommendations, the staff identified issues, then attempted to discover the basis for the varying views about these issues. In order to provide as much information as possible to those interested in the questions and issues, the staff has included the following sections in the report: an introduction to community college education, a review of needs for the study, a list of issues, a history of community college education in Kentucky, brief profiles of each institution which offer programs of a community college nature, procedures for the study, a list of findings and, finally, recommendations.

The staff acknowledges with sincere gratitude the tremendous help we have received from more people than we can possibly name in the short space appropriate for expressions of appreciation. We would, in particular, like to thank the people at the University of Kentucky Community College Systems Office, the Directors of each of the community colleges, and the faculty, staff, and students in the Community College System with whom we have had contact. We also would like to thank the Presidents and other administrators involved with community college programs at the four-year universities for their cooperation and assistance.

Finally, we are indebted to all members of the Council on Higher Education staff who have offered valuable comments, reviewed initial drafts and helped in the preparation of this document. In particular, we would like to express a special word of thanks to our secretary, Lucinda Spangler, for her efforts in the finalizing of this report.

Ted R. Morford

Gerald L. Bell

Introduction

The community college is unique to the American system of higher education. With the exception of the community/junior college, American higher education from its inception has been influenced by the German, English and Scottish institutions. Fulfilling a need to provide additional preparation for those desiring to enter a college or university and later to provide the first two years of a college education at relatively low cost, the community college was established as a uniquely American institution.

The community college had its early beginnings on the West Coast at Stanford University and in the Midwest at the University of Chicago. It is generally recognized that the first two-year college in the nation was established in 1901 at Joliet, Illinois. Named after its founder, the then president of the University of Chicago, William Rainey Harper Junior College (later Community College) provided the impetus for the community college movement.

From its early beginnings to about 1945 the community/junior college struggled to gain and maintain a creditable identity. With the return of the American servicemen from WW II and the benefits provided by the G.I. Bill the community/junior college flourished not only in terms of student enrollment but numbers of institutions established. With the egalitarianism of the Great Society and the provision of millions of dollars in federal student financial assistance, both the student enrollment and the number of community/junior colleges mushroomed. During the mid to late 60's it was reported that the number of community/junior colleges increased by one per week. A look at the dramatic increase in enrollment from 1921 to 1975 shows that the community college has had a great impact on higher education. In 1921 there were 207 two-year institutions with total enrollment of 16,000 students. Today over 1,200 community/junior colleges are providing community college education to over 3.5 million students. With the exception of the World War II years, 1976 was the first year the community colleges nationwide did not experience an increase in student enrollment, but stabilized at the 1975 level.

As its name implies, the community college has as its main responsibility that of providing educational opportunities to those in the geographical area it serves. In order to provide these opportunities in a timely fashion the community college must have the procedures developed whereby courses/programs can be offered which will train individuals to meet the immediate employment needs of the local community. Often, time is of the essence in meeting these needs. The community college is not a research institution but rather dedicated to the teaching and community service aspects of higher education. Though there are many philosophies expressed regarding the community college that which is most commonly agreed upon has as its goals and objectives:

- 1. To provide a comprehensive curricula including a wide range of transfer programs in the liberal arts, general education and pre-professional education as well as providing programs/courses in the vocational-occupational and technical areas, adult and continuing education and developmental (remedial) education.
- 2. To provide educational opportunities for all those who could benefit from such an experience. Simply, this open-door principle means that any person who is a high school graduate or who is an adult citizen should have the opportunity to attend a community college. This principle does not guarantee admission to specific programs within the community college but allows the student the opportunity of proving his/her academic capabilities.
- 3. To provide a setting in which the expertise of the college can be shared with the community. This can be accomplished through community service

programs of an adult and continuing nature, avocational training and leadership and research services to the community.

With the lack of a research responsibility it would be expected that the cost of operating a community college would be much less than that of the first two years of a four year institution but such is not necessarily the case. The lower cost thought to be associated with the community college is offset by the provision of career and personal-social counseling, academic advisement, placement services and developmental services. In addition, the career-oriented technical programs generally are more expensive. It is estimated that the average cost per FTE student of providing community college education in the southern states was $1,147 during 1976-77.

With the exception of South Dakota and the District of Columbia, community colleges exist in all fifty states. The structure by which these institutions are administered varies greatly though they basically follow four statewide models. These models are:

- 1. Boards responsible solely for community/junior colleges.
- 2. Boards responsible for all public institutions of higher education in the state, including community/junior colleges.
- 3. Boards of a state university or university system through which these colleges are administered.
- 4. Boards of education responsible for all public educational institutions in the state, including community/junior colleges.[1]

Kentucky provides community college education to the citizens of the Commonwealth through the thirteen community colleges and technical institutes of the University of Kentucky Community College System (UKCCS) and the two-year programs of the four-year universities. Though community college education is provided by all eight public higher education institutions, the UKCCS follows the third model described above—that of the community college responsible to the statewide university.

As can be noted in the history section of this document, the UKCCS reports to the University of Kentucky Vice President for Community Colleges and in turn to the President of the University of Kentucky. Ultimate authority for the UKCCS rests with the University of Kentucky Board of Trustees.

Each of the individual community colleges and technical institutes are administered by a director who reports to the University of Kentucky Vice President for Community Colleges. The community colleges are funded from two primary sources, state appropriations and student tuition and fees. State funds are appropriated to the University of Kentucky for its operation then allocated to each of the major areas including the community college system. The UKCCS Office administered by the Vice President for Community Colleges then allocates to each individual community college funds for its annual operation. Student tuition and fees collected become part of the Community College System's operating budget. The University of Kentucky is responsible for debt service incurred on the facilities of the UKCCS. This debt service is paid from state appropriations but guaranteed by student tuition and fees.

The curriculum development/revision process established by the UKCCS is a rather sophisticated procedure oftentimes requiring as much as a year or more from program initiation to implementation. Each of the four-year universities have an established curriculum development/revision process which is identical for both two- and four-year programs.

All of the four-year public universities in Kentucky offer two-year community college type programs. The offerings and student enrollment vary with each institution. The range includes Eastern Kentucky University which offers 32 two-year career/technical programs with a full and part-time enrollment of 1,756 (Fall 1976) to Murray State University which offers 14 two-year career/technical programs with a full and part-time enrollment of 197 (Fall 1976). Three of the seven four-year institutions have established on-campus community colleges as part of their administrative structure. Even though these three have administratively established on-campus community colleges the two-year programs in all of the four-year institutions are administered as part of the appropriate academic division/department. The dean or director responsible for the three on-campus community colleges provide coordination and direction to the programs rather than administrative control.

Students enrolled in community college programs of the four-year institutions are considered regular students of the university and receive the same services and opportunities as other students attending the institution. The same tuition and fee structure prevails for those students enrolled in two-year programs as for other undergraduate students on campus. Except in a few specialized programs,

[1] James L. Wattenbarger and Melvin Sakaguchi, *State Level Boards for Community Junior Colleges*: Patterns of Control and Coordination, (Gainesville, Florida: Institute of Higher Education, University of Florida, 1974), p. 1.

faculty who teach in the two-year programs of the four-year universities also teach in the four-year programs.

There has been a phenomenal growth in the number of students enrolled in community college programs in Kentucky during the past decade. The total enrollment of the UKCCS has increased from 5,700 in Fall of 1967 to 16,743 in Fall of 1976. Of the 5,700 enrolled in 1967, 1,811 or 32 percent, were part-time students, compared with the 7,064, or 42 percent, enrolled on a part-time basis during the Fall semester of 1976. As can be noted in Table 2, 85.4 percent of the headcount students were enrolled in the pre-baccalaureate or transfer programs with the remaining 14.6 percent enrolled in technical programs. This compares with the 1976 enrollment when 62.7 percent (including 9.4 percent who were enrolled as non-degree students) were majoring in the technical programs and 37.3 percent were majoring in pre-baccalaureate or transfer programs. Though comparable data is not available for the community college programs of the four-year universities, a similar enrollment growth has occurred primarily because of increased program offerings and added emphasis on the need for and employability of the two-year career/technical graduates.

Thirty-six different career programs with additional options have been approved for the UKCCS though not all programs are offered at each community college within the system. Programs which have been approved and the institutions which offer them are listed in Table 3. With the exception of the Forest and Wood Technology program, students enrolled in the career programs can complete the requirements for and receive an associate degree at the institution in which the program is offered.

The first year of the two-year Forest and Wood Technology program is offered at each of the thirteen community colleges/technical institutes. The second year of this program is offered at the University of Kentucky Wood Utilization Center at Quicksand, Kentucky. Though the Forest and Wood Technology students are considered part of the UKCCS enrollment, the instructional and support staff are provided without direct cost to the Community College System by the University of Kentucky Department of Forestry. Faculty and staff of the Quicksand facility are employed, compensated and supervised by the Department of Forestry.

Because of the lack of compatability among four-year institutions in the identifying and titling of career programs it is difficult to determine the number of different community college type programs offered by the universities. Though by using the Higher Education General Information Survey (HEGIS) for program identification 52 different two-year programs have been identified as being offered by the universities.

Approximately 585 full-time equivalent faculty and 86 full-time equivalent administrators provide instructional and support services at the thirteen community colleges/technical institues. The average faculty salary for 1975-76 for the UKCCS was $11,499. During 1975-76, 69.4 percent of the annual operating budget of the UKCCS was allocated to instruction. The central office of the UKCCS is administered by ten full-time professionals. The 1976-77 anticipated budget for the UKCCS central office was $341,687. Since nearly all of the faculty who teach in two-year programs of four-year universities also teach in the corresponding four-year program, accurate data is not available for that segment of the instructional staff of community college education programs.

The 1976-77 anticipated budget for the UKCCS was $19,854,242 of which $12,596,178, or 63.4 percent, is provided through state appropriations and grants. The bulk of the remaining amount is provided through student tuition and fees, federal and local grants, and private gifts. The general fund expenditure per FTE student for 1976-77 was anticipated to be $1,183 including $138 per FTE student for debt service; this compares to $845 and $39 respectively for FY 1967-68. The University of Kentucky provides without reimbursement a variety of on-campus services to the UKCCS and the individual campuses.

Several community colleges of the UKCCS have developed a working relationship with other nearby postsecondary institutions. Primary among these are the state-operated postsecondary vocational-technical schools. Several of the community colleges are located on the same campus or within ten minutes driving time of a vocational-technical school. Though it has not been accomplished or even attempted on a broad scale, several possibilities for facilities and faculty exchange, cross registration of students, and program articulation exist. Until now little has been accomplished with the state vocational-technical schools in the area of program articulation. For the most part, the four-year universities have worked closely with the community colleges in developing articulation agreements whereby community college students can transfer without major loss of credit to the four-year institution. Several independent institutions have, in cooperation with the community colleges,

developed similar articulation agreements. In reciprocity, several of the community colleges have encouraged a nearby university to offer upper division and/or graduate courses on the community college campus thus allowing those residing within the area to obtain additional educational experience.

One of the most critical facility problems facing the UKCCS is that of providing adequate accommodations to house the campus library/learning resources center. Four buildings with an estimated cost of $1,000,000 each have been approved by the Council on Higher Education (Council on Public Higher Education prior to July 1, 1977) and are in the process of being bid and/or constructed on the following campuses: Henderson, Hopkinsville, Jefferson and Somerset. In addition to the construction of facilities mentioned above, an academic facility is being constructed on the Jefferson Southwest campus at an estimated cost of $8,000,000, an academic facility addition with an estimated cost of $1,300,000 at Madisonville and an estimated $1,500,000 student center at Paducah. These facilities when completed will allow the institutions to expand services to students.

Prior to July 1, 1977, the Council on Higher Education (CHE) was limited in its program involvement with community college education. Only those technical programs for which accreditation was available or for which licensure of graduates was required needed the approval of the Council prior to implementation.

Effective July 1, 1977, by Executive Order No. 77-331 the CHE was given responsibility for the review and approval of all academic programs at the public institutions in the Commonwealth. This responsibility, along with the review authority of the State Board for Occupational Education, will help the institutions in developing program offerings which will be nonduplicative or for which a major need does not exist. Further, this new responsibility of the CHE when exercised, will provide greater coordination and state-wide planning for community college education in the Commonwealth.

---

[3]Otis A. Singletary, informational handout presented at meeting of Council on Higher Education, Bowling Green, Ky., January 19, 1977.

Need for study

The CHE at its October 1976 meeting directed the Council staff to conduct a study of community college education in the Commonwealth of Kentucky. This study was to include the institutions within the UKCCS as well as the community college type programs of the state-supported four-year universities.

The purposes of this study were to:

- 1. Determine if Kentucky, through the UKCCS and the four-year institutions, has developed a comprehensive community college program within Kentucky's system of higher education.
- 2. Determine through the identification of specific institutional, program and student characteristics the status of community college education in Kentucky.
- 3. Determine for future direction the role and mission of community college education.
- 4. Identify and separate the educational and political issues surrounding community college education.
- 5. Consider and recommend, if appropriate, alternatives to the current governance structures of the UKCCS and two-year programs in the four-year institutions.

After reviewing the purposes of the study, the staff determined that a number of approaches should be used to accomplish the task. They were:

- 1. Through the use of survey instruments sent to the Community College Systems Office, the individual community colleges and the four-year universities collect data regarding academic programs, students, faculty, financial costs, and services offered.
- 2. Through interviews with community college administrators, advisory board members, faculty, and students and the administration of a faculty perceptions questionnaire determine the prevailing philosophy concerning community college education and the comprehensiveness of the local community college, especially as affected by the current governance structure of the University of Kentucky Community College System.
- 3. Through interviews with the administrators of four-year institutions determine types of two-year programs offered, their location within the administrative structure, the career ladder concept between two-year and four-year programs on the campus, and also the efforts between the respective four-year institution and the individual community college regarding program articulation and student transfer.
- 4. Through interviews with local vocational education leaders determine the perceptions of cooperative efforts between the local postsecondary vocational-technical schools and the local community colleges as well as the four-year institutions regarding the ease or difficulty a transferring vocational student has in being awarded credit for competencies earned while attending one of the postsecondary vocational-technical schools.

Prior studies

Facing similar educational and political issues as are present today, the CHE in 1968 commissioned Associated Consultants in Education to conduct a comprehensive study of community college education in the Commonwealth. This study often referred to as the *Blee Report* was completed in 1969 and has been the only prior comprehensive review of community college education in Kentucky.

Few of the recommendations which were made by Associated Consultants in Education, in regard to alternative governing structures, services offered, and programs developed, have been implemented. Other studies have been conducted, though not of a comprehensive nature, including several institutional self studies and annual compendiums by the UKCCS Office; periodic studies by the Legislative Research Commission; a 1968 community college study by the budget division of the then Kentucky Department of Finance; and numerous studies concerning specific issues by the CHE.

Issues

Prior to the beginning of this study of community college education in Kentucky several major issues were identified as being significant. In meetings with community college faculty, students and staff the significance of these issues was ascertained and additional issues were identified. Below are issues which have a direct relationship to the quality of community college education available to the citizens of Kentucky:

- 1. Is community college education accessible to all regions and people interested in these educational opportunities?
- 2. Is there an adequate number of career program offerings designed to meet future employment needs? Are these programs adequately distributed among the community colleges and four-year institutions?
- 3. Should there be an organized statewide planning and coordination effort for community college education in the Commonwealth?
- 4. Should an individual community college develop and offer high cost, low enrollment programs designed to meet specific employment needs of a local area or should such programs be developed and offered in a two-year program of a four-year residential university where students from a wider region can be attracted or should such programs be developed which will rotate among community colleges and/or four-year universities?
- 5. What should be the role of community colleges in regard to community service and continuing education? Should continuing education and community service offerings be financed through the regular instituional budget or should they be self-supporting?
- 6. What should be the role of the community college in informing high school counselors, students, and parents, as well as adults in the community, of program offerings and services provided by the institution?
- 7. Do the community colleges and four-year institutions have a responsibility to provide career counseling, academic advising and developmental education (remedial reading, writing, math, and study skill programs) for those students whose probability of succeeding in the institution would be extremely low without such services?
- 8. Should credits earned or competencies gained in any accredited postsecondary institution such as community colleges, vocational schools, proprietary, or regional institutions, be transferable and applicable for graduation?
- 9. What should be the role of community colleges in off-campus credit instruction? Should community colleges be allowed to offer credit courses outside the county in which they are located?
- 10. Are the community colleges adequately financed to permit them to be comprehensive community colleges?
- 11. Should there be a separate budget request and appropriation from the legislature for the University of Kentucky Community College System?
- 12. Should those out-of-state students living in counties contiguous to the county in which the community college is located be permitted to attend at tuition rates other than those typically charged out-of-state students?
- 13. Should the community colleges be a part of and governed by the University of Kentucky?
- 14. What should be the role of advisory boards of the local community colleges? What should be their input into personnel selection, program development and evaluation, financial requests, and facilities planning?
- 15. Should the community college students and faculty be represented on the University of Kentucky Board of Trustees?

History

The Kentucky General Assembly in 1962 enacted legislation authorizing the establishment of a system of community colleges. House Bill 234 provided that:

> "Section 1. As used in this Act, unless the context requires otherwise, "Board" means the Board of Trustees of the University of Kentucky.
>
> Section 2. The University of Kentucky Community College system is established. Each Community College shall provide a two-year college curriculum.
>
> Section 3. A Community College shall be maintained in Ashland, Covington, Henderson, Cumberland and Elizabethtown, and the board shall convert any University facilities existing in these communities to the uses of the Community College program.
>
> Section 4. There shall be established and maintained a Community College, provided, however, that no community college in existence as of the effective date of this Act shall have its preexisting name changed except upon the recommendation of its local advisory board, in each of the following locations: Prestonsburg, Blackey-Hazard, Hopkinsville, Somerset, each to be established as funds are made available.
>
> Section 5. (1) The board has the same powers with respect to the Community Colleges that it has as to the University of Kentucky in general. The board shall designate each Community College with a name that includes the words "Community College."
>
> Section 6. (1) The Governor shall appoint a local Advisory Board for each Community College. Each local advisory board shall serve in an advisory capacity to the board and the head of the Community College on the operation of the Community College."

As can be noted in the above legislation, the community college system was to be a part of the University of Kentucky and operated as an administrative arm of the University whose ultimate authority would rest in the University of Kentucky Board of Trustees. To insure local citizen involvement, the Community College Act and subsequent legislation required that a nine member advisory board for each community college be established. Seven members were to be appointed by the Governor for staggered four-year terms, the remaining two would consist of one nonvoting member from the full time teaching faculty and one nonvoting member from the student body.

The Community College Act of 1962 recognized the five extension centers being operated at Covington, Ashland, Henderson, Cumberland and Elizabethtown by the University of Kentucky and authorized four additional locations, Prestonsburg, Blackey-Hazard, Hopkinsville and Somerset, as sites for community colleges. A sixth extension center, Fort Knox, continued to offer transfer type curriculum to military personnel. Though it was not given specific statutory authority to become a community college, Ft. Knox was listed for administrative purposes by the University of Kentucky as a community college.

The extension center efforts to provide transfer type education to areas not at that time being adequately served by other higher education institutions began in 1948 when the University of Kentucky opened its first extension center in Covington. Nine years later, in 1957, Ashland Junior College, a municipally-operated junior college, affiliated with the University of Kentucky to become the second extension center. In 1958 a center was opened at Fort Knox and in 1960 three additional centers were begun at Cumberland, Elizabethtown and Henderson.

The Community College Act of 1962 mandated that: "Each community college shall provide a two-year college curriculum." The 1966 General Assembly in House Bill 238 further expanded the mission of the community colleges to provide:

> "(1) A general two-year academic curriculum with credits transferable to two-year and four-year colleges and universities;

(2) Technical and semi-professional programs of two years or less; and

(3) Within a two-year college curriculum, courses in general education, including adult education, not necessarily intended for transfer nor technically oriented."

The 1966 General Assembly authorized community colleges in Mason County and Jefferson County. As part of the 1966 legislation the four year state colleges and universities were permitted to offer in their own community programs of a community college nature comparable to those listed for the UKCCS. Under the above provision the University of Kentucky, which had been operating a technical institute since 1965, formally established in 1966 the Lexington Technical Institute on its own campus as part of the UKCCS. Lexington Technical Institute was established to offer only two-year programs of a technical nature. The general education and liberal studies courses of these technical programs are offered by the regular academic divisions of the University.

In addition to the University of Kentucky, all other four-year colleges and universities have established community college type programs in their communities with the number of students in these programs ranging from approximately 200 to as many as 1800. The institutions and their community colleges are:

- Eastern Kentucky University—Richmond Community College
- Kentucky State University—Kentucky State University Community College
- Morehead State University—Community College programs
- Murray State University—Community College programs
- Northern Kentucky University—Community College programs
- University of Louisville—Community College programs
- Western Kentucky University—Bowling Green Community College

Community colleges to be located at Madisonville, Carrollton, and Glasgow were authorized by the General Assembly in 1968. The same year Paducah Junior College, a municipally-operated college, joined the UKCCS. Though authorized in 1968, Glasgow and Carrollton have never been funded as sites for community colleges. Studies completed by the General Assembly and the CHE subsequent to 1968 have indicated that population and other factors do not justify the establishment of a community college at these locations.

Recognizing the need for additional higher education opportunities in the Northern Kentucky area, the General Assembly in 1970 authorized the establishment of a new four-year state college to be known as Northern Kentucky State College. The legislation provided for the facilities and programs of Northern Community College at Covington to be transferred to the newly formed four-year institution.

A further reduction in the number of community colleges within the University of Kentucky System occurred in 1972 when the University of Kentucky changed the status of the Fort Knox Community College to a four-year residential instruction center and assigned it to the administrative control of the Vice President for Academic Affairs. With the initial establishment of nine community colleges, subsequent additions and status changes, the UKCCS is currently comprised of the following thirteen institutions:

- Ashland Community College
- Elizabethtown Community College
- Hazard Community College
- Henderson Community College
- Hopkinsville Community College
- Jefferson Community College (Louisville)
- Lexington Technical Institute (Lexington)
- Madisonville Community College
- Maysville Community College
- Paducah Community College
- Prestonsburg Community College
- Somerset Community College
- Southeast Community College (Cumberland)

Institutional profiles

In order to gain a better understanding of those institutions within the UKCCS and the four-year universities offering two-year community college type programs, a brief profile of each is provided.

Ashland Community College

Ashland Community College is located at Ashland in north-eastern Kentucky. Ashland, with a population of 27,456, is the largest city in Boyd County. Ashland is located on the banks of the Ohio River and is surrounded by the states of Ohio and West Virginia. The Community College is within 20 minutes driving time of Marshall University in Huntington, West Virginia, and Ohio University, Ironton Branch, in Ironton, Ohio. Also within five minutes driving time of Ashland Community College is the Ashland State Vocational-Technical School—a state operated postsecondary vocational-technical school. In addition to a few out-of-state students from nearby Ohio and West Virginia, the primary service area of Ashland Community College includes the contiguous counties of Greenup, Carter, Elliott, and Lawrence. Ashland Community College also offers courses and programs to the residents of the nearby Federal Correctional Institution.

During the fall semester, 1976, the headcount enrollment of Ashland Community College was 1,436 of which 532 were part-time students. These students were served by 53 full-time equivalent faculty and 6 full-time equivalent administrators. During the fall semester of 1976, 53 percent of the headcount students were enrolled as majors in the 12 career programs, and 39 percent of the headcount students were enrolled in the pre-baccalaureate program with the remaining eight percent enrolled as non-degree students.

Ashland Community College is located on a 57-acre campus. The one building on campus has a total floor space of 149,400 gross square feet. The 1976-77 anticipated budget for Ashland Community College was $1,840,748.

Elizabethtown Community College

Located at Elizabethtown the county seat of Hardin County, Elizabethtown Community College serves students from the contiguous counties of Meade, Breckinridge, Bullitt, Nelson, Larue, Hart and Grayson. Elizabethtown has a population of 14,152 and is within 15 miles of the Fort Knox Military Reservation where a population of several thousand military personnel and dependents work and reside.

The headcount enrollment of Elizabethtown Community College for the fall semester, 1976, was 1,440 of which 506 were part-time students. Including 11 full-time administrative and faculty personnel located at the Fort Knox Military Reservation, 59 full-time equivalent faculty and seven full-time equivalent administrators serve the institution.

Of the 1,440 students enrolled at Elizabethtown Community College, 47 percent were reported as majoring in the four career programs offered. Forty percent were reported as majoring in the pre-baccalaureate program with the remaining 13 percent enrolled as non-degree students.

The 1976-77 anticipated budget for Elizabethtown Community College was $1,660,630. The gross square footage of the three main buildings at Elizabethtown Community College is 86,436. In addition, the institution has four temporary facilities with floor space of 4,590 gross square feet. These facilities are located on a 55-acre campus and within walking distance of Elizabethtown State Vocational-Technical School—a state operated postsecondary vocational-technical school.

Hazard Community College

Hazard, a city of 5,631 in Perry County, is the site of Hazard Community College. Though a majority of the students attending Hazard Community College reside in Hazard and Perry County, Hazard

Community College attracts students from the nearby counties of Breathitt, Knott, and Leslie. Along with Prestonsburg and Southeast Community Colleges, Hazard Community College provides community college education to the citizens of eastern Kentucky.

There were 223 full-time and 69 part-time students enrolled at Hazard Community College during the fall semester, 1976. Of the total 292 students enrolled, 41 percent were reported as majoring in the five career programs offered by Hazard Community College, 46 percent in the pre-baccalaureate program, and the remaining 13 percent were enrolled as non-degree students. Among those providing services to the institution were 13 full-time equivalent faculty and four full-time equivalent administrators.

Located on a 16.9-acre campus the institution occupies one building with a total of 41,819 gross square feet. Hazard Community College's anticipated budget for 1976-77 was $604,942.

Henderson Community College

Henderson Community College, located in northwestern Kentucky at Henderson, is one of six community colleges in Kentucky situated on or near the state boundary. Henderson Community College is within commuting distance of Evansville, Indiana. Henderson Community College's commuting area also extends to the surrounding counties of Daviess, McLean, Webster, and Union.

Student enrollment of 802 in the fall semester, 1976, consisted of 56 percent full-time students and 44 percent part-time. Program enrollment varied with 46 percent of students in the eight career programs, 33 percent in the pre-baccalaureate program, and 21 percent considered non-degree. Six full-time equivalent administrators and 36 full-time equivalent faculty were employed at Henderson Community College.

Three permanent and four temporary buildings with a total of 70,133 gross square feet now exist on the 120-acre campus. The 1976-77 anticipated budget for Henderson Community College was $1,163,939.

Hopkinsville Community College

Hopkinsville Community College is located in the Pennyrile Region of western Kentucky. In addition to serving students from Hopkinsville and Christian County, Hopkinsville Community College attracts students from the neighboring counties of Caldwell, Hopkins, Muhlenberg, Todd, and Trigg. Located within twenty miles of Fort Campbell Military Reservation, Hopkinsville Community College is a participating member of Eagle University, a ten-institution higher education consortium designed to provide postsecondary educational experiences to those people living and working on the Reservation. Hopkinsville Community College is the only postsecondary institution located in the Hopkinsville and Christian County area in the position to offer career programs of a vocational-technical nature.

Student enrollment of 1,082 in the fall semster 1976, was comprised of 632 full-time and 450 part-time students. As a part of this total enrollment, 269 students were enrolled at Eagle University. Fifty-four percent of the students were enrolled in the seven career programs, 35 percent in the pre-baccalaureate program, and the remaining 11 percent were classified as non-degree.

Thirty-five full-time equivalent faculty and five full-time equivalent administrators work on the 71-acre campus. The two academic buildings have a total of 62,905 gross square feet. The 1976-77 anticipated budget for Hopkinsville Community College was $1,397,843.

Jefferson Community College

Louisville, Kentucky's largest urban center with a population of over 600,000 in the metropolitan area, is the location of Jefferson Community College. This institution, located in downtown Louisville, attracts students primarily from Jefferson County and the surrounding counties of Oldham, Bullitt, Spencer, and Shelby. In addition to the downtown location, Jefferson Community College offers courses in southwestern Jefferson County and is currently in the process of completing a Southwest Campus. Jefferson Community College also teaches classes in a vocational education building which is adjacent to the campus. When the new State Vocational-Technical School building in Louisville is completed, the Community College will be only a few blocks from that facility thus affording the opportunity for closer coordination. To further expand services, Jefferson Community College recently began providing courses to the residents of LaGrange and Pee Wee Valley Correctional Institutions in Oldham County.

In the fall semester, 1976, there were 690 students enrolled at the Southwest Campus and 5,180 at the downtown campus for a total enrollment of 5,870. Full-time students accounted for 52 percent of enrollment and part-time students for 48 percent; 142 full-time equivalent faculty and 17 full-time equivalent administrators are employed to serve the total enrollment in a variety of different programs. Fifty-one percent of the students were enrolled in

the 19 career programs, 42 percent in the pre-baccalaureate program, and seven percent were classified as non-degree students.

The downtown campus is situated on 9.1 acres with five buildings totaling 351,967 gross square feet. When completed the Southwest Campus will offer additional acreage and total square footage to that which currently exists for Jefferson Community College. The 1976-77 anticipated budget for this institution was $5,107,227.

Lexington Technical Institute

Located on the main campus of the University of Kentucky, Lexington Technical Institute has the distinction of being the only institution of the UKCCS which offers only career programs. Students desiring to enroll in the pre-baccalaureate program and those desiring to fulfill general education requirements for the career programs enroll for instruction on the University of Kentucky main campus. Lexington Technical Institute offers only the technical courses of the career programs. Students can be enrolled simultaneously at the University of Kentucky's main campus and Lexington Technical Institute or can alternate semesters between the general education courses at the main campus and the technical courses at Lexington Technical Institute. Efforts have been made to work with Central Kentucky Vocational-Technical School, also located in Lexington, for an exchange of faculty, cross-registration of students, and the dual utilization of facilities.

The headcount enrollment of Lexington Technical Institute for the fall semester, 1976, was 1,762 of which 827 or 47 percent were enrolled part-time; 90 percent or 1,578, were reported as majoring in one of the 18 career programs offered while the remaining 10 percent were enrolled as non-degree students. Approximately 64 full-time equivalent faculty and nine full-time equivalent administrators provided teaching and support services to those attending Lexington Technical Institute.

As mentioned earlier, Lexington Technical Institute is located on the UK Campus. It is housed in a newly-constructed facility with floor space totaling 121,850 gross square feet. The 1976-77 anticipated budget for Lexington Technical Institute was $1,441,940.

Madisonville Community College

Located at Madisonville in the heart of the western Kentucky coal fields, Madisonville Community College provides community college education to Hopkins, Webster, McLean, and Muhlenberg counties. Madisonville Community College, along with Henderson, and Hopkinsville Community Colleges, serves the Pennyrile region of Kentucky.

Eight career programs as well as the traditional pre-baccalaureate program are offered to students attending Madisonville Community College. Of the 652 students enrolled during the fall semester, 1976, 323 or 50 percent were part-time. Approximately 57 percent of the 1976 fall headcount enrollment was reported majoring in one of the eight career programs. Pre-baccalaureate majors accounted for 25 percent of the enrollment with the remaining 18 percent enrolled as non-degree students. Twenty-two full-time equivalent faculty and seven full-time equivalent administrators provided teaching and support services to the students enrolled.

Madisonville Community College has developed a good working relationship and offers technical programs in conjunction with the nearby Madisonville Vocational-Technical School—a state operated postsecondary vocational-technical school.

Madisonville Community College is located on a 150-acre campus in a facility with 64,624 gross square feet. The institution also has four temporary buildings with floor space of 2,688 gross square feet. The 1976-77 anticipated budget for Madisonville Community College was $1,073,046.

Maysville Community College

Providing community college education to northeastern Kentucky, Maysville Community College, located in Maysville, considers the counties of Mason, Bracken, Robertson, Fleming, and Lewis its primary service area. Maysville Community College shares the distinction with Paducah, Henderson, Jefferson, Ashland, and Southeast Community Colleges as being located on or near the state's boundary and consequently serves students from the neighboring state.

The headcount enrollment for the fall semester, 1976, was 375 of which 280 or 74 percent were enrolled full-time. Twenty-one full-time equivalent faculty and five full-time equivalent administrators provided instructional and support service to the students enrolled. Approximately 56 percent of the students were reported as majoring in one of the six career programs offered; 37 percent in the pre-baccalaureate program with the remaining 7 percent enrolled as non-degree students.

Located on a 120-acre campus, Maysville Community College is housed in a facility of 54,900 gross square feet. The 1976-77 anticipated budget for Maysville Community College was $857,470.

Paducah Community College

Paducah Community College is the only community college serving the Jackson Purchase area of Kentucky. Located at Paducah, a city of 30,674, Paducah Community College provides community college education to the citizens of McCracken, Ballard, Graves, Marshall, and Livingston counties. Because of its location near the state boundary, Paducah Community College also attracts a limited number of students from nearby Illinois. Unique among the community colleges of the UKCCS, Paducah Community College receives supplemental support for its operations both from county and city taxes. This earmarked support is administered through the Paducah Junior College Board of Trustees - an independent board which operated Paducah Junior College before it became Paducah Community College and part of the UKCCS.

During the fall semester, 1976, 1,302 students were enrolled at Paducah Community College of which 534 or 41 percent were part-time. Of the total 1,302 enrolled, 42 percent were reported as majoring in one of the ten career programs; 45 percent in the pre-baccalaureate program, and the remaining 13 percent were enrolled as non-degree students. Among those providing services to Paducah Community College were 49 full-time equivalent faculty and 5 full-time equivalent administrators.

Paducah Community College is located on a 118-acre campus in seven facilities with floor space totalling 119,400 gross square feet. In addition, the institution has two buildings which are used for maintenance and custodial purposes with total floor space of 2,800 gross square feet.

Within the near future, West Kentucky Vocational School—a state operated postsecondary vocational-technical school—will be moving to a new location adjacent to the Paducah Community College Campus. The anticipated annual budget for Paducah Community College for 1976-77 was $1,475,957.

Prestonsburg Community College

Located in Prestonsburg, the county seat of Floyd County, Prestonsburg Community College provides community college education to the citizens of Floyd and parts of Knott, Magoffin, Johnson, Martin, and Pike counties.

During the fall semester, 1976, of 567 students who were enrolled at Prestonsburg Community College, 216 were part-time. Those majoring in the four career programs totaled 191 or 34 percent; 288 or 51 percent were reported as majoring in the pre-baccalaureate program and the remaining 88 or 15 percent were enrolled as non-degree students. Twenty-eight full-time equivalent faculty and four full-time equivalent administrators provided instructional and support services to those enrolled.

Located on a 50-acre campus, Prestonsburg Community College is housed in facilities with floor space of 81,700 gross square feet. In addition, the institution has four temporary facilities with floor space of 4,400 gross square feet. Prestonsburg Community College's 1976-77 anticipated budget was $1,081,808.

Somerset Community College

Located in southcentral Kentucky at Somerset, a city of 11,492, Somerset Community College provides community college education to the citizens of Pulaski and parts of McCreary, Wayne, Russell, Casey, Lincoln, Rockcastle, Laurel, and Whitley counties. Located adjacent to the campus, within five minutes walking time, is Somerset State Vocational-Technical School.

The headcount enrollment at Somerset Community College during the fall semester, 1976, was 798 of which 24 percent or 191 were part-time. Of the 798 enrolled, 467 or 59 percent were reported as majoring in one of the 12 career programs offered at Somerset Community College; 278 or 35 percent were reported as majoring in the pre-baccalaureate program. The remaining 53, or six percent were enrolled as non-degree students. For the fall semester, 1976, the total full-time equivalent faculty numbered 40 and the full-time equivalent administrators numbered five.

Located on an 80-acre campus, Somerset Community College is housed in two buildings with floor space totalling 59,550 gross square feet. The institution also has six temporary buildings with floor space of 8,024 gross square feet. The 1976-77 anticipated budget for Somerset Community College was $1,288,074.

Southeast Community College

Serving principally the counties of Harlan, Leslie, Perry and Letcher, Southeast Community College is located in Cumberland within ten miles of the Kentucky-Virginia boundary. Though Southeast Community College is one of six community colleges located on or near the state's boundary, it attracts very few students from out-of-state.

The 23 full-time equivalent faculty and four full-time equivalent administrators provided teaching and support services to the 365 students enrolled during the fall semester, 1976. Of the 365 students enrolled, 140 or 38 percent were enrolled on a part-

time basis. Students reported as majoring in one of the eight career programs offered at Southeast Community College totaled 202 or 55 percent; 150 or 41 percent were reported as majoring in the pre-baccalaureate program. The remaining 13 or four percent were enrolled as non-degree students.

The 1976-77 anticipated budget for Southeast Community College was $860,660. Southeast Community College is located on a 106-acre campus in two buildings which have 54,038 gross square feet of floor space. Southeast Community College has two additional buildings which are used for maintenance and utility purposes with a total floor space of 2,060 gross square feet.

Eastern Kentucky University

Located in central Kentucky at Richmond, Eastern Kentucky University is one of seven state-supported, four-year universities which offer community college type programs on their campus. Eastern has organizationally identified a component of the institution known as Richmond Community College. A Dean for the Office of Community College Programs (Richmond Community College) has responsibility for overall coordination of two-year programs within the institution; however, these programs are developed, implemented, and administered by the respective academic departments. Many of the associate degree programs are developed by repackaging courses which presently exist on campus. All curriculum development/revision at Eastern Kentucky University, whether for two-year or four-year programs, is conducted through the same processes and faculty teaching in two-year programs, with limited exceptions, teach in both associate and baccalaureate programs.

Eastern Kentucky University had a total enrollment of 13,510 in the fall semester, 1976, with 1,756 of the students enrolled in the associate degree programs. Of those enrolled in two-year programs, 89 percent were full-time students and 11 percent were part-time.

Kentucky State University

One of seven universities offering community college type programs on its campus, Kentucky State University is located in Frankfort, the capital of Kentucky. By its Role and Mission Statement, Kentucky State has been mandated to serve the employees of the state government and is attempting to do so through the associate degrees which it offers. With the exception of Nursing Education which is offered only at the associate level, the eighteen associate degree programs and options are administered within the academic departments which also offer four-year degrees. Kentucky State University has identified a community college on its campus known as Kentucky State University Community College. A Dean for the Community College is responsible only for coordination of two-year programs within the institution. The curriculum development/revision process is initiated and administered by the respective academic departments. With the exception of the nursing faculty, those teaching in two-year programs also teach in four-year programs.

Kentucky State University had a total enrollment of 2,389 in the fall semester, 1976, of which 327 were enrolled in associate degree programs. Of those in two-year programs, 32 percent were full-time students and 68 percent were part-time.

Morehead State University

Morehead State University is located in northeastern Kentucky at Morehead, a city of 6,977 in Rowan County. In addition to offering baccalaureate and master's level programs, Morehead offers 23 associate degree programs. Morehead has not organizationally defined a community college or any person responsible exclusively for coordination of two-year programs. The associate degree programs are developed, implemented, and administered by the respective academic department with overall coordination provided by the Vice President for Academic Affairs and Dean of the Faculty. The curriculum development/revision process for associate degree programs involves steps whereby the department makes recommendations to the school curriculum committee which may then forward the recommendation to the University curriculum committee for final action. Except for Nursing, Medical Office Assisting, and Veterinary Technology, faculty do not teach exclusviely in two-year programs, and no special distinction is made for those who do.

In the fall semester, 1976, Morehead had a total enrollment of 7,572 with 866 students in associate degree programs. Of those students in two-year programs, 90 percent were full-time and 10 percent were part-time.

Murray State University

Murray State University in west Kentucky serves the Jackson Purchase and a considerable part of the Pennyrile region. Murray has limited its associate degree program offerings to 14 since it has four community colleges within its service area. Because of its proximity to these institutions, Murray has

developed articulation agreements with these community colleges to insure smoother student transferability. Murray does not at present have a formally identified community college in its organizational structure, but has identified a Dean of Community College Programs. The Dean is responsible for providing overall coordination and direction; however, associate degree programs are developed and administered within the respective academic departments. Because of the organization within four-year departments, all associate degree programs are designed to be "career laddered" thus leading logically to a baccalaureate degree for those students who continue their education beyond the two-year degree. The curriculum development/ revision process for associate degree programs at Murray is the same as for all baccalaureate and graduate programs. No faculty teach exclusively in two-year programs.

Murray State University had a total enrollment of 8,030 for the fall semester, 1976, with 197 of those in two-year programs. Of those students enrolled in associate degree programs, 90 percent were full-time and 10 percent were part-time.

Northern Kentucky University

Northern Kentucky University is located at Highland Heights, within fifteen miles of Cincinnati, Ohio. Prior to 1970, the northern Kentucky area was served by Northern Community College, a part of the UKCCS. However, the Kentucky General Assembly in 1970 mandated that a four-year institution be established — Northern Kentucky State College, now Northern Kentucky University. Northern continues to provide several community college type programs to the area by offering 19 associate degree programs. There is no formal community college identified in the organization at Northern; however, the associate degree programs are administered within the respective academic departments.

A four-step process for associate degree curriculum development and revision includes: (1) discussion and approval by the advisory committee or program faculty; (2) discussion and approval by the university-wide curriculum committee; (3) discussion and approval by the university faculty Senate; and (4) approval by the President of the university. In seven of the two-year programs, faculty teach exclusviely in the two-year programs, and in the remainder of the associate degree programs, faculty teach in both two and four-year programs.

Northern Kentucky University had a total enrollment of 6,407 for the fall semester, 1976, with 1,063 of the students in associate degree programs. One-half of the enrollment in two-year programs was part-time students.

University of Louisville

The largest four-year institution offering associate degree programs on its campus through its regular academic structure is the University of Louisville. Located in Jefferson County, the University of Louisville is only a few miles from Jefferson Community College, the largest community college in the UKCCS. Because of the physical closeness of the two institutions, the University of Louisville has limited its associate degree programs somewhat, and there is excellent potential for cooperation in a number of similar programs.

The University of Louisville has not formally identified a community college on its campus; therefore, the associate degree programs are initiated and administered within the respective academic departments. The Vice President for Academic Affairs is responsible for overall coordination of two-year program offerings as well as for baccalaureate and graduate level programs. Faculty that teach in associate level programs also teach at other levels.

Total enrollment of 16,300 in the fall semester, 1976, included 1,038 students enrolled in the 19 associate degree programs. Of those in two-year programs, 46 percent were full-time and 54 percent were part-time.

Western Kentucky University

Western Kentucky University is located in Warren County at Bowling Green. Because associate degree programs are not offered in the area, Western Kentucky University has provided a strong impetus toward developing community college type programs. In order to maintain this thrust, Western has identified a component of its institution known as Bowling Green Community College. A dean of the Community College is responsible for coordination of all two-year programs within the institution; however, the associate degree programs are developed and administered by the respective academic departments. The curriculum development/revision process is the same for all level programs, and associate degree programs are structured to be "career laddered." With the exception of only one program (which is offered at only the associate degree level) faculty do not teach exclusviely in community college type programs.

In the fall semester, 1976, Western Kentucky University had a total enrollment of 13,386 with 994

of those students in the 32 associate degree programs and options. Of those enrolled in two-year programs, 76 percent were full-time students and 24 percent were part-time.

Procedures

After studying the general approaches to be used in conducting the study of community college education, it was determined that specific tasks needed to be accomplished. Specifically, these tasks were:

• 1. For comparative purposes with national norms, search the current literature regarding student characteristics, faculty salaries, enrollment statistics and projections, program costs, services offered, etc.

• 2. For comparative purposes, collect and review annual reports, college catalogs, cost studies, and statewide and institutional program offerings in states having similar type postsecondary service areas (i.e., Colorado, North Carolina, South Carolina, Illinois, Missouri, Florida, Hawaii, Alaska, Georgia, Tennessee, Minnesota and Virginia).

• 3. To insure comprehensiveness and understanding, develop and review with appropriate institutional officials an extensive questionnaire requesting from the UKCCS Office, individual community colleges and four-year institutions the current status of program offerings, student characteristics, enrollment trends, degrees awarded, faculty data, cost data, off-campus and community service offerings, student services offered, faculty development offered, etc.

• 4. To allow for maximum input, visit each of the institutions offering two-year programs and interview those most directly involved with the administration and support services of those institutions. Those to be interviewed were:

a. Chief administrative officials of the University of Kentucky and the UKCCS Office.

b. Individuals at each of the 13 community colleges to include: (1) the director, (2) the chief academic officer, (3) advisory board members, (4) the business manager, (5) the chief student affairs administrator, (6) the student financial aid officer, (7) the librarian, (8) division chairpersons, (9) the community service coordinator, and (10) randomly selected students and faculty;

c. Individuals at four-year universities offering two-year programs to include: (1) President, (2) Vice President for Academic Affairs, (3) Dean of respective community college.

• 5. To gain an awareness of program offerings and to encourage cooperation among postsecondary institutions, visit with and interview administrators of selected postsecondary institutions within the state to or from which community college students transfer. The administrators to be interviewed were:

a. The directors of the vocational education regions;

b. The principals of the state operated post-secondary vocational-technical schools;

c. The Executive Director of the Council of Independent Kentucky Colleges and Universities; (It was felt the Executive Director of CIKCU was familiar with the various independent institutions and their relationships with the community colleges regarding program duplication, articulation efforts, and consortium arrangements, thus eliminating the need to visit each of the fifteen senior and seven junior independent institutions in the Commonwealth.)

d. The Executive Director of the State Commission on Postsecondary Education.

• 6. To develop and administer a questionnaire to all full- and part-time faculty members and administrators of the UKCCS regarding their academic and professional background, their perceptions of the comprehensiveness of their institution and the quality of academic and support services offered students.

• 7. To insure the adequacy of community college education in Kentucky, consult with national community college leaders, directors of statewide systems of community colleges and/or their staffs, community college presidents and others involved in community college education regarding history,

recent trends, and future direction in other states.

With few exceptions, the tasks outlined above were accomplished. Recommendations and conclusions of this study are based on the findings resulting from the completion of these tasks.

Findings

Efforts have been made to list those findings which substantially affect the UKCCS and the four-year universities offering two-year programs. No efforts were made to list those findings which are of an internal nature to the University of Kentucky, the UKCCS or the four-year institutions. The findings listed below are not all-inclusive but are of a nature which have a significant impact on the institutions:

- 1. There is no evidence that any real statewide planning and coordination exists for community college education. Decision making for community college education in Kentucky is decentralized with eight institutional boards having authority over two-year programs.
- 2. With but few exceptions there exists a lack of coordination between and among state vocational-technical schools, community colleges and regional universities.
- 3. There are limited substantial articulation agreements and student transfer agreements between four-year institutions and community colleges.
- 4. Community college students transfer to all eight public institutions and not just the University of Kentucky.
- 5. There is a perceived problem with students transferring from a community college to a four-year institution. Though it was found that a more real problem exists with students transferring from state vocational-technical schools to community colleges with fewer problems from state vocational-technical schools to four-year institutions.
- 6. There appears to be a wide range in the quality of programs existing in the UKCCS. Several programs of exemplary quality have been noted among those whose graduates take state or national boards. Further, there appear to be programs which should be strengthened.
- 7. Except for a few of the community colleges, a recent needs survey has not been conducted to determine types of programs needed by the community.
- 8. Though most of the community colleges and four-year universities offer programs which fulfill employment needs of the local community, there appear to be several additional programs which should be offered at selected institutions. (Table 3)
- 9. Because of the standardization of course and program offerings within the UKCCS, it is difficult for an individual community college to tailor courses and programs to meet specific employment needs of the local community.
- 10. There is a wide distribution of students in pre-baccalaureate, career and community service programs. The approximate distribution of the University of Kentucky Community College System is:

Credit Courses (Fall 76)	Headcount	Percentage
Pre-Baccalaureate	4,625	27.8
Pre-Baccalaureate Undecided	1,320	7.9
Career	8,135	48.8
Career Undecided	836	5.0
Nondegree	1,560	9.4
Total	16,657	100.0

Noncredit (Fall 75)[1]	Headcount	Percentage
Community Service	4,850	100.0

[1]Latest available complete data

- 11. The variety of technical and general education courses are somewhat limited at several of the smaller community colleges within the UKCCS. (Table 3)
- 12. Certain community colleges within the UKCCS exhibit higher freshmen attrition rates than do other community colleges within the system.

• 13. In several community colleges the career programs are predominantly single sex oriented, therefore, members of the opposite sex might tend to feel limited with those career education opportunities available. (Table 3)

• 14. Fewer dollars are spent on community college education per FTE student in the University of Kentucky Community College System than are spent in comprehensive community colleges in other SREB states. (Table 1)

• 15. Because of budget format and administrative structure it is difficult to determine the amount of funds requested for community college education within the four-year institutions.

• 16. Funding in the UKCCS has been more directly proportional to enrollment increases than to a combination of enrollment increases and the shift from a primary pre-baccalaureate emphasis to near equal emphasis on high cost career programs.

• 17. Because of current funding arrangements, individual community colleges within the UKCCS are not immediately rewarded financially for attempts to attract students through off-campus programs or special courses designed to meet specific needs.

• 18. Within the UKCCS few appropriated dollars have been made available for providing services in the developmental skills areas of reading, writing, basic math and study skills. Consequently, little has been done toward providing the services except as funds have been available on an annual basis through the Bureau of Vocational Education.

• 19. The faculty salary structure of the UKCCS is such that an institution cannot go into the marketplace and hire highly skilled and qualified people to teach in the highly technical career areas. (Table 4).

• 20. The community colleges have made little effort to provide continuing education to professionals and others wishing to upgrade competencies. The UKCCS funds have only recently been used to finance the administration of this activity.

• 21. The lack of an adequate staff in the student support areas has reduced (or not permitted) the community colleges' ability to offer the quality of services needed by the type of students who traditionally attend a comprehensive community college. (Table 5)

• 22. Only limited efforts have been made by the community colleges to provide student services, especially in career and personal counseling.

• 23. Within the UKCCS the student and academic support services are extremely limited for the non-traditional student, especially for those who are pursuing their courses in the evening.

• 24. The distribution of full and part time students in the UKCCS is considerably different than the distribution on a national basis. In the fall semester of 1976, 58 percent of students in the UKCCS were full time and 42 percent were part time. Nationally, 42 percent of students attended on a full time basis and 58 percent attended as part time students. (Table 6, 7, 8, and 9)

• 25. Since student financial aid functions of the UKCCS are coordinated by the Student Financial Aid Office at the University of Kentucky, local institutional financial aid officers are unable to determine priorities to meet the specific needs of their students.

• 26. The community colleges, with few exceptions, are not attempting to provide off-campus offerings in their county which might be more economical to students it taught at locations other than on campus (i.e., local high schools, factories and business establishments). (Table 10)

• 27. Based on the experiences of other states and national norms the community colleges of the UKCCS are not attracting the number of out-of-county students which could be expected to commute. (Table 11)

• 28. In most community colleges and four-year universities the proportion of minority students is equal to or greater than the proportions of minorities residing in the counties from which the community college attracts students.

• 29. Part-time faculty are used less frequently by institutions within the UKCCS than is typical in similar community colleges in other states. In addition, there are few, formal orientation or faculty development programs for part-time faculty used by the UKCCS.

• 30. Even though it is possible for a community college faculty person to be the faculty representative on the University of Kentucky Board of Trustees, none have ever been elected to this position. There is no provision which would allow a community college student to be the student representative on the University of Kentucky Board of Trustees.

• 31. Computing services for student data and printing services provided by the University of Kentucky main campus are frequently inadequate to meet the everchanging needs of the community colleges.

• 32. The Forest and Wood Technology program located at Quicksand, operated jointly by the UKCCS and the University of Kentucky Department of Forestry whose annual capacity is

35-40 students, enrolled 16 students in the 1976-77 academic year. The first year of this program is being offered in each of the community colleges.

• 33. Several community colleges have permitted and encouraged the nearby four-year universities to offer upper division and graduate level education on their campus. The community college facilities are made available without cost to the four-year universities. Generally, these courses are taught at times most convenient to students and the community college.

• 34. There appears to be a lack of understanding among advisory board members of the UKCCS as to their roles and responsibilities. The advisory board members are unclear as to their role and what is expected of them in community need assessment efforts.

• 35. Community service courses in the UKCCS are self supporting. Any funds generated above cost of operation are lapsed at the end of the fiscal year.

• 36. Within the UKCCS each off-campus course is required to be self supporting. It is difficult to initially generate enough support in the community to guarantee the offerings of such courses and programs.

• 37. Only recently have system-wide efforts been made within the UKCCS to provide faculty/staff development. Only limited funds are available to provide off-campus faculty/staff development opportunities.

• 38. Efforts are being made to provide cooperative education opportunities to those students enrolled in the UKCCS and four-year universities.

• 39. The two-year programs of the four-year universities are operated and administered by the academic area in which the two-year program is associated. Though several of the four-year institutions have assigned responsibility of two-year programs to a specific individual, this responsibility tends to be for overall coordination and direction of the community college type programs, rather than for administration and control.

• 40. Most of the four-year institutions offering two-year programs have developed a career ladder concept whereby students can move from a two to a four-year program with minimum loss of credit.

• 41. Except in isolated cases, students enrolled in two-year programs of four-year institutions are not identifiable as such by their peers or by faculty but are simply considered as lower division students and, consequently, receive the same services as other students. Most faculty who teach in two-year programs also teach in four-year programs.

• 42. In order to develop the technical emphasis needed by the two-year graduate, the two-year programs at a four-year institution in many cases are developed by simply repackaging courses existing in the four-year program.

• 43. Of those full and part-time UKCCS faculty members responding to the faculty questionnaire sent to all faculty of the UKCCS, the following demographic information was obtained (See Appendix):

A. Average length of time teaching at the community college was 4.58 years.

B. 85.6 percent indicated that this was their first teaching experience in a two-year institution.

C. 18.8 percent indicated that they had attended a community or junior college as an undergraduate.

D. 57.5 percent indicated that they had received their undergraduate degree from a Kentucky institution.

E. Those responding indicated highest degree held as shown by the following percentages:

Doctorate, 6.5 percent
Specialist, 9.6 percent
Masters, 62.9 percent
Bachelors, 16.1 percent
Associate, 1.4 percent
No response, 3.2 percent

F. 53.6 percent indicated that their highest degree held was from a Kentucky institution.

G. 23.6 percent indicated that they were presently working toward a higher academic degree.

H. Of those who indicated that they were working toward a higher degree, 67.9 percent were attending a Kentucky institution.

I. 71.7 percent reported favoring the "open door" admissions policy.

J. 80.5 percent reported that they had not had any formal training in the history of, philosophy of, or teaching in the community/junior college.

K. Employment prior to teaching at the community college:

6.8 percent worked in another community college
16.9 percent worked in a four-year college or university
20.7 percent worked in a high school
11.7 percent worked in industry
13.6 percent student
30.3 percent other

• 44. Of those UKCCS faculty responding to the questionnaire, 71.8 percent stated that they believed the academic preparation of those students completing the pre-baccalaureate program at a community college was equal to or better than those

students who complete their first two years at a four-year institution. Only 16.6 percent felt that the community college students were less prepared while 11.5 percent did not respond. (See Appendix)

• 45. Of those UKCCS faculty responding to the questionnaire, 75.7 percent stated that they believed those students who complete the career-oriented programs at the community colleges are adequately prepared to enter the labor force in their respective fields. (See Appendix)

• 46. Of those UKCCS faculty responding to the question regarding the effect of an open door admissions policy on the quality of instruction that is offered in the community colleges, 17.3 percent felt that the open door policy promoted quality; 31.6 percent believed that the open door policy had no effect; and 41.6 percent felt the open door policy restricted quality. There was no response to this question from 7.3 percent of those who returned the questionnaire. (See Appendix)

• 47. In response to the question as to what degree the local community college is meeting the educational needs of the local community, 40.6 percent of the UKCCS faculty believed that the educational needs were being met in an excellent manner; 48 percent believed that they were being met poorly. There was no response to this question from 5.3 percent of those who returned the questionnaire. (See Appendix)

• 48. When queried about the effect the present curriculum development/revision process has on the institution in serving the educational needs of the local community, 32.8 percent of the UKCCS faculty believed that the curriculum development/revision process promoted service; 18.7 percent believed that it had no effect; and 33 percent believed that the process restricted service. There was no response to this question from 15.5 percent of those who returned the questionnaire. (See Appendix)

• 49. When queried as to whether there are pre-baccalaureate and career programs, and community service opportunities which the local community college should be offering but is not currently doing so, 34.2 percent of the UKCCS faculty indicated yes; 38.4 percent indicated no, and 27.2 percent did not respond. (See Appendix)

50. When queried as to how the present governing structure of the UKCCS affects the local community college in serving the educational needs of the local community, 49.7 percent believed that the present governing structure supports it; 12 percent believed that the present governing structure had no effect on serving the educational needs to the local community; 28.6 percent believed that the governing structure limits the institution; and 9.5 percent did not respond. (See Appendix)

• 51. Of those who felt that the present governing structure of the UKCCS limits the community college from serving the educational needs of the local community, 20.5 percent would like to see the present governing structure changed. (See Appendix)

• 52. When queried as to the type of governing structure they would prefer for the community colleges, 50.1 percent of those returning the questionnaire indicated that the community college should continue to be a part of the University of Kentucky system; 13.4 percent of the UKCCS faculty indicated that they believed that a statewide governing board should be established with each community college having a local advisory board; 11.7 percent indicated their desire that a local governing board be established for operating the community college but that a statewide board for coordination also be established; 10.6 percent desired complete institutional autonomy with each community college having its own governing board; 1.8 percent indicated that operational control of the community colleges should be by the nearest four-year public institution; 1.9 percent described other governing structures and 10.0 percent did not respond. (See Appendix)

Recommendations

In order to formulate recommendations regarding community college education in the Commonwealth a brief review of the purposes of this study is in order. As indicated earlier in this document the major purposes of this study were to:

- 1. Determine if Kentucky, through the UKCCS and the four-year universities, has developed a comprehensive community college program within Kentucky's system of higher education;
- 2. Determine . . .the present status of community college education in Kentucky;
- 3. Determine for future direction the role and mission of community college education;
- 4. Identify and separate the educational and political issues surrounding community college education;
- 5. Consider and recommend, if appropriate, alternatives to the current governance structure of the UKCCS and the two-year programs of the four-year institutions.

In conducting this study it was evident that the two most important purposes were to determine if Kentucky has developed a comprehensive community college program and to determine, based on its present comprehensiveness, the future direction of the role and mission of community college education. Though important the other three purposes tend to provide supporting evidence upon which to determine comprehensiveness and future direction.

Based on the findings of this study it is evident that, at the present time, the state of Kentucky has not completed the development of a comprehensive community college program within either the UKCCS or the four-year universities. Many facts are available and opinions have been expressed which support this conclusion. A quick review of the Findings section of this document further supports the conclusion. It is true that the individual community colleges of the UKCCS, since their inception, have grown rapidly, developed many programs to meet the educational needs of the community, gained credibility among community and educational leaders, and have for the most part been able to transform themselves from "branch campuses" into junior or community colleges. The four-year universities have likewise increased in enrollment, program offerings and credibility.

Kentucky by authorizing all eight four-year universities to offer two-year programs has taken a very fragmented approach to community college education. Little has been done at the statewide level to coordinate these offerings or plan for the future direction of community college education. Consequently many programs have been developed which are duplicative, for which only minimal need exist and/or because of low enrollment are too costly to be offered by a single institution.

Though great strides have been made toward increased funding for community college education in Kentucky the state still ranks last among the fourteen states in the SREB in state appropriations per FTE student or more than $150 per FTE student behind the SREB average. The lack of adequate funding has not allowed either the UKCCS or the four-year universities to provide the type and quality of instructional and support services needed by students who traditionally attend community college type programs. If community college education is to be truly comprehensive in Kentucky then greater emphasis must be given to the expansion of career-type programs, developmental studies programs, counseling and academic advisement, continuing education and community service programs as well as offering programs at times convenient for the part-time and/or adult student.

Both the UKCCS and the four-year universities have made efforts at involving the local community in determining program needs, student support services needed and adult and continuing education needs though no formal community need assessment program exists. Since many of the advisory board members of the individual community colleges

within the UKCCS have expressed concern as to their role, responsibilities and expectations there is question as to whether their expertise in assessing community needs has been fully realized. If individual institutions especially community colleges within the UKCCS are to become truly comprehensive community colleges and responsive to the educational needs of the local community, then they must be given and allowed to exercise greater autonomy in personnel, financial and academic matters.

Little coordination presently exists among the state operated post-secondary vocational-technical schools, the community colleges and the four-year universities to insure that students from one type institution can build on those experiences/competencies and transfer to another type of institution without major loss of credit.

Though one of the major purposes of this study was to determine for future direction the role and mission of community college education in Kentucky, is is specifically deleted from this report. The role and mission statement for community college education will be presented to the Council at a later date and in a format consistent with those adopted by the CHE for Kentucky State University (Type II,) the regional universities (Type III); the University of Louisville (Type IV); and the principal university—the University of Kentucky (Type V). The role and mission statement for community college (Type I) institutions will be based on the findings, recommendations and concerns expressed in this study.

The following recommendations, if implemented, will have great impact on providing comprehensive community college education to the citizens of the Commonwealth and implicitly determine for future direction the role and mission of community college education in Kentucky.

Recommendation No. 1—That a separate unit be established within the Council on Higher Education to provide for overall coordination and statewide planning for community college education. This unit would be responsible for coordinating and planning with both the UKCCS and the four-year universities.

Rationale—In Kentucky, community college education is, and will be for the foreseeable future, provided by each of the eight public universities; consequently, there is little coordination as to the statewide needs for career/technical programs, the type of programs offered and employment possibilities available for those desiring to enroll in the various programs. Little coordination has also occurred between those institutions offering two-year career/technical programs and the state-operated postsecondary vocational schools.

The community college unit within the Council on Higher Education would be responsible for data collection, analysis of two-year program needs, developing statewide plans to meet those needs and for working with specific universities to implement programs. This unit would also serve as a clearinghouse for information regarding cost, faculty and student data, both from within the state and from other states; apprise the institutions of regional manpower needs and collect and disseminate information regarding community college education in other states. In addition, this unit would be designated to work with the Department of Occupational Education in identifying and approving where appropriate those vocational-occupational-technical programs offered by the UKCCS or the four-year universities. The creation of a separate identifiable unit within the CHE will help it fulfill its responsibility as the official spokesperson for community college education in the Commonwealth.

This unit would also be responsible for initiating dialogue and acting as a catalyst between and among the institutions of the UKCCS, the four-year universities and the state-operated postsecondary vocational-technical schools regarding program articulation and student transferability. Should the CHE decide to extend to community colleges the number of out-of-state counties from which students can attend on an in-state basis, this unit would be responsible for working with those community colleges located on or near the state boundary.

Recommendation No. 2—That at the present time no new community colleges should be established in the state. In addition, the legislation authorizing the establishment of community colleges at Carrollton and Glasgow should be rescinded.

Rationale—Though an in-depth study of the need for additional community colleges was not conducted, it is believed that adequate opportunities presently exist for those desiring community college education. A study commissioned by the CHE in 1969 and subsequent studies by the Council staff indicated that additional community colleges were not needed. Little has changed which would affect the findings of those studies. In communities where a community college is not located and which meets minimum criteria for establishment of a community college, the highway and transportation facilities are such that a student desiring to live at home could commute to either a four-year university or

another community college. Should those students desire to reside on a four-year campus or in the vicinity of another community college, adequate state and federal financial assistance is available to permit them to do so.

Recommendation No. 3—That each four-year university and community college review its two-year program offerings as to their quality and the feasibility of their continuance; and develop new programs which can be justified and "career laddered" into four-year programs or can "career ladder" programs developed by other postsecondary institutions, if appropriate.

Rationale—As noted earlier in this document, the four-year universities offer at least 52 different two-year programs and the community colleges offer 36 different career programs. These two-year programs are primarily designed to meet the employment needs of the region. As needs are met or as they change, the institution must continue to add and delete programs to meet the changing needs. Each institution should continually conduct needs assessments to determine the career and technical program needs and should attempt to justify and develop programs accordingly. In addition to continually assessing needs, the institution should also assess the quality of the program and its graduates. Follow-up studies of graduates and their employers should be conducted to determine the adequacy of training, employment status and to solicit suggestions both from the employer and the graduate as to program improvement.

Care should be taken when developing new programs or expanding extant ones to make sure that they are "career laddered" both with upper division baccalaureate programs at the four-year institutions as well as with the certificate programs offered by the local state-operated postsecondary vocational-technical school. Effort should be made to avoid the duplication of competencies required of similar lower level programs and to make sure that those competencies needed to enter the upper division baccalaureate programs have been included in the curriculum.

Recommendation No. 4—That the community colleges and four-year universities develop more comprehensive program articulation and student transferability agreements at the associate and/or baccalaureate degree levels with each other and the state-operated postsecondary vocational-technical schools.

Rationale—There are those who continually criticize postsecondary education, believing that institutions do not trust the academic creditability of other institutions offering lower division programs. They frequently feel that institutions expect students to obtain all of the competencies required at a single institution to complete the program. They further feel that the institutions do not trust the competencies obtained either through lifework experiences or at other postsecondary institutions.

Student transferability between postsecondary institutions is occasionally a problem. At times institutions for one reason or another do not accept as requirements those courses taken or competencies gained at other post secondary institutions.

Though a time consuming and often frustrating process, institutions at all levels should develop course/program requirements/competencies to be attained and outcomes anticipated for all academic areas. Once this process is complete, the institutions and/or academic departments should work with their postsecondary counterparts to determine the exact credit which can be awarded for the competencies attained.

Recommendation No. 5—That the Executive Budget provide for a separate appropriation to the University of Kentucky to fund the operation of the 13 community colleges/technical institutes of the UKCCS and that a separate biennial budget request be submitted by the University of Kentucky for the UKCCS.

Rationale—The UKCCS is a statewide system designed to provide community college education to the citizens of the Commonwealth. Though it is a statewide system it is uniquely administered by a single institution—the University of Kentucky. The UKCCS is unique in both its organizational structure and administration. Because of its uniqueness it is not and should not be considered equivalent to a college or department within the University of Kentucky, but rather a statewide program operated by a single institution.

Prior to 1968 all state appropriations to the UKCCS were a part of the University of Kentucky's total operating appropriated budget. In 1968 the Executive Budget, with the concurrence of the General Assembly, provided for a line item appropriation to the University of Kentucky for bringing the community college at Madisonville into existence. Thus, a precedent was established for providing directly for community college operations.

It is felt that with the increased emphasis being placed on vocational/career opportunities in the state, specific funding for the community colleges

would greatly increase the likelihood that adequate funding for these institutions and programs would be made available. Those interested only in providing increased vocational/career opportunities at the associate degree level could seek increased funding at this level rather than increased funding at all levels of education. Those persons at the budget approval and funding levels could have a greater direct impact on the offerings of the community colleges/technical institutes. As the need to provide vocational/career programs varies, funding could also vary without affecting other aspects of higher education.

If direct appropriations to the community college operations are made then those critics who believe that the University is using for other purposes funds intended for the community colleges could be assured that community college funds would be used for their intended purpose.

With a separate and identifiable budget, the Council on Higher Education and others involved with community college education at the statewide level would be in a better position to evaluate the quality and the type of offerings provided by the community colleges/technical institutes. Consequently, the Council could recommend increased/decreased funding based on program offerings and quality.

Recommendation No. 6—That the 1978-80 Executive Budget as approved by the Legislature provide additional funding per FTE student for the operation of the 13 community colleges/technical institutes and two-year programs of the four-year universities.

Rationale—As can be noted in the Findings section of this document, the community colleges/technical institutes and four-year universities are not providing the type and quality of services expected of a comprehensive community college type program. The average instructional salaries of the UKCCS are below both the benchmark levels and the SREB average, the type and number of offerings are extremely limited in many institutions and beginning faculty salaries are such that it is difficult to go to the marketplace to compete for highly skilled and competent individuals needed to teach in the technical programs. There is little question that with increased funding the quality of teaching could be improved, student support services could also be improved and expanded, increased numbers of students, especially working and other adults, could be served and the 13 community colleges/technical institutes could truly become comprehensive community colleges.

Recommendation No. 7—That greater emphasis be given and increased funding be made available to the community colleges and four-year universities for the development and implementation of developmental studies programs.

Rationale—A large number of students attending the community colleges and four-year universities are either ill-prepared to compete academically or have been out of school so long that many of the skills needed to compete at the community college have been lost. This is evidenced by the ACT standard scores of the UKCCS students (15.7 compared with 18.7 for all enrolled freshmen nationwide). Many students need to improve their reading, writing, math and study skills if they are to succeed in college. Oftentimes, students who would not be expected to succeed do so if they are given assistance and encouragement in improving their basic skills. An adequate program of developmental skills can drastically reduce the attrition (drop out or flunk out) rate, especially among freshmen. With reduced attrition rates, the institution could not only gain through student tuition and fees much of the money spent in providing the services but could guarantee the effectiveness of the money already spent.

Using funds granted through the Disadvantaged Program of the Bureau of Vocational Education, several of the community colleges are making only minimal efforts at providing these services. Since these funds are granted on an annual basis the institution cannot make long-range plans for the continued provision of these programs. Appropriated funds should be used to supplement and, at some point, supplant those funds provided by the Bureau of Vocational Education.

Recommendation No. 8—That greater emphasis be given and increased funding be made available to the community colleges for student support services, especially academic advisement and career counseling. Also, more emphasis should be placed on serving non-traditional and part-time students.

Rationale—Upon enrolling, many community college students are unsure or undecided as to their career plans. They oftentimes go to college to find out what is available, their own aptitudes and what their interests might be. Unless adequate career counseling and academic advisement are available, students will try a multitude of programs/courses until they find a program or career which they believe fits their needs, abilities and aspirations.

This hit and miss approach to career choice is frequently, if not always, costly both to the student and the state. Because of change in academic majors students frequently are spending more than the traditional two years in completing an assoicate degree or the traditional four years for a baccalaureate degree.

With inadequate or improper academic advisement many students have difficulty in completing the degree requirement in the traditional time period and frequently experience problems in transferring to other institutions. Adequate and proper academic advisement could in the long run prove cost beneficial to the institution.

Additional student support services should be provided the community colleges such as placement services, intramural and recreational activities and personal-social counseling.

Recommendation No. 9—That high-cost, low-enrollment career programs developed by the community colleges be designed to rotate to other community colleges or four-year universities as the need declines at a particular community college.

Rationale—Frequently career programs are developed for a specific employment need and once this need is met in the local community students must leave the area to find employment or seek employment outside the field in which they were trained. These are generally programs requiring highly skilled instructors and high-cost, sophisticated equipment. Even though the employment need might be virtually non-existent, some Kentucky institutions, in an effort to preserve both program and institutional integrity, have continued to recruit students and oftentimes lowered admission standards. These programs should be designed so that when the employment needs are met they could be moved to another community college or four year university where the need does exist. Both faculty and equipment could be moved to the new location with only minor costs involved. Such a precedent was established when the UKCCS gained approval for a two-year dental hygiene program at Ashland Community College with the understanding that at the end of a given period the program would move to another community college within the system.

Recommendation No. 10—That, based on the findings of this study and the present conditions of the community colleges, the University of Kentucky Community College System presently composed of the 13 community colleges/technical institutes remain a part of the University of Kentucky.

Rationale—There is major disagreement among community college personnel, community college advisory board members, educators throughout the state and others as to whether the principal university can be "all things to all people." Frequently the question is asked, "Can the principal doctoral degree granting and research university give adequate attention to and provide financial support for a statewide system of community colleges when it is also responsible for a health sciences center, an agricultural extension service, basic and applied research and the undergraduate and graduate education of 22,000 students on the main campus?" This question or ones similar to it were asked many times during the conduct of this study and varying answers were received.

It is felt that the University of Kentucky has developed an administrative structure whereby the Community College System is represented among the major components of the University. The UKCCS is administered by a Vice President for Community Colleges who has equal status with the Vice President for the Medical Center and the Vice President for Academic Affairs. It is evident from visiting the community colleges/technical institutes that additional funds are needed both for operating and capital purposes, but documents indicate that the University of Kentucky tends to allocate to the UKCCS the same percentage of funds it received from the state appropriations that was in its budget request. It is felt that with the funds allocated, the UKCCS is operated in an efficient manner. A slight majority of the full and part time faculty of the UKCCS support the community colleges in remaining a part of the University of Kentucky system. In a questionnaire completed by better than 60 percent of the 1,121 full and part time faculty members of the UKCCS, 61 percent believed that the present governing structure of the UKCCS either supported or had no effect on how the local community college served the educational needs of the local community. When these same faculty were queried as to the type of governing structure they would prefer for the community college 50.1 percent indicated that the community college should continue to be a part of the University of Kentucky system. Though there were several alternatives to the current governance structure mentioned, the faculty was divided as to which alternative would be best; however, most felt that the community colleges should remain part of a system regardless of how and by whom it was governed.

It is further felt if community colleges/technical institutes were not part of a system many of the services now provided by the University

of Kentucky and the System's Office would have to be duplicated at each of the institutions and at an increased cost to the taxpayers. Without a system it is doubtful if many of the smaller community colleges could continue to provide the same quality of services they now provide.

There is limited local input into the program offerings of the local community college. New program development in the career area presently requires the input of the college-wide advisory board and approval of a technical committee before being sent to the System's Office for approval. The college advisory board and the local community have input into the type of community service programs offered by the local community college.

Recommendation No. 11—That the duties and responsibilities of UKCCS advisory board members be expanded to include formal input and advice in the selection of the local campus director, in program development, periodic evaluation as to the type of graduate produced by the community college, need for the program, review of the institutional budget request prior to submission to the UKCCS Office and a formal input into the need for and planning of new facilities.

Rationale—Since the individual institutions of the UKCCS are administratively controlled by the University of Kentucky, local involvement in the employment of a director, program development, financial requests and facilities planning is needed to insure that the community college is, in fact, responsive to local community needs. At present there is a tendency to inform advisory board members of the actions already taken either by the local community college, the System's Office or the University of Kentucky rather than to seek their advice in the decision-making process. If the duties and responsibilities of the advisory board members were expanded, they would become more involved and better informed as to the needs and desires of the community and the institution's ability to serve the community. But, most importantly, the institution would be assured that the advice of its constituency is sought rather than operating without local involvement.

The local advisory board would continue to be appointed by the Governor. The advisory board members would continue to provide advice to the local community college administration but would not be involved with the day-to-day operations of the institution.

Recommendation No. 12—Since the statewide status and responsibility of the University of Kentucky Community College System is recognized within the administrative structure of the University of Kentucky the institution should give immediate attention to identifying more suitable titles for those administratively responsible for the community colleges.

Rationale: The Community College System of Kentucky has the legislative mandate to provide community college education to those communities/counties in which community colleges are located. Though the community college system is administered by a single institution—the University of Kentucky—it is unique in that is has statewide responsibility. Because of its statewide responsibility the community college system is not and should not be considered comparable to an academic area, a college or a department within the University.

By changing the title of those responsible for the individual community colleges it would increase the recognition that in essence the community college system is unique in its statewide responsibility rather than having just responsibility for a segment of the University of Kentucky operation. There are those, both within the community college system and in the local community, who believe that the title "Director" relegates the chief administrative officer of the community college to a position of less importance and responsibility than he actually has. It is felt that the title "Director" implies less prestige and authority than would normally be attained by a counterpart in other states. The chief administrative officer of a community college is in most communities considered the educational leader of that community. Since this recommendation could be implemented with absolutely minimal cost it should be effected as soon as possible.

Recommendation No. 13—That the University of Kentucky Community College System establish an Office of Student Financial Aid to request, disburse and administer federal and state financial aid funds for which community college students are eligible.

Rationale—Presently, all financial assistance available to students attending the University of Kentucky System is administered by the Student Financial Aid Office on the main campus. Though each community college/technical institute has an individual assigned to assist students who desire financial assistance, all community college student applications are sent to the University of Kentucky Student Financial Aid Office and are processed along with those of other community colleges and

the students from the main campus. Since aid is awarded on a first-come-first-served basis, those freshmen community college students who traditionally do not make postsecondary plans until late might find that the assistance has already been awarded to the returning community college sophomores or those undergraduates attending the main campus. Consequently, some students who are eligible for and are in need of assistance do not receive aid or even complete the application form.

With the System's Office responsible for the administration of the various aid programs, adequate provision could be made for those type students who are traditionally late in making their decision regarding postsecondary education and are in need of assistance. There would undoubtedly be some duplication of administrative services but the Aid Office and the student at the local community college campus would receive faster notification of award and students would compete more equitably with their peers for aid as well as receive a higher quality of service.

Recommendation No. 14—That the individual community colleges should continue to offer community service programs but should have as a priority, providing continuing education as appropriate for those needing or desiring to update job competencies.

Rationale—The community service programs of the community colleges are designed to be self supporting though the indirect administrative costs involved are borne by the institution. Since each full-time faculty member is expected to participate in some form of community service, this program provides the conduit where the faculty member can share his/her expertise with the community, local government, health and school organizations. In addition, local community members can pursue an avocational desire through enrolling in such a program.

Though avocational and personal interest programs provide an educational experience to those not typically enrolled, priority should be given to those desiring or required to update job competencies. At least eight groups of professionals in Kentucky are presently required by law or professional associations to periodically update their competencies in order to maintain their licensure. The community colleges should be either a provider of such service or a "legitimizer" of those who do provide it.

Recommendation No. 15—That each community college within the UKCCS be restricted to the county in which they are located for the offering of off-campus courses and that other four-year public universities be prohibited from offering lower division courses within the service area of each community college, except where the four-year university is located within the service area.

Rationale—As can be noted in the Findings section of this document, all off-campus courses offered are self supporting. The System's office has directed that a sufficient number of students be enrolled in each off-campus course so that the tuition and fees collected will be enough to cover the direct costs associated with the course. Indirect cost involved with course organization, faculty selection, facilities location, etc. are not part of fees, thus these costs must be absorbed from funds which could be used to provide on-campus instruction.

Though a majority of the costs associated with offering off-campus courses are borne by the student, there is still a cost to the institution in terms of both human and financial resources. Until adequate resources are made available to the community college for which to expand their career offerings, improve the quality of student and other support services and compete in the marketplace for highly skilled faculty members, all resources both human and financial should be directed toward improving the on-campus education provided students and striving to make the institution a truly comprehensive community college.

There are those who would argue that by teaching courses outside the local county the educational opportunities available to the citizens of the service area would be greatly increased. Several points could be used to counter this argument. One, without adequate library, developmental and other support services available to off-campus courses, the quality of the course offerings, even at the lower division level, could be questioned. Two, adequate financial aid is available to allow those living a far distance from the campus to be financially able to commute. Third, if the institution expands its course/program offerings and offers them at a time convenient to the non-traditional student, then students, especially working students, would be able to attend on-campus courses or courses taught in the county in which the community college is located.

The community college must direct its efforts inward before it attempts to expand beyond the boundary of its own county. Philosophically, the community college is charged with providing educational opportunities to the community but the extent of the community must also depend on the offerings and services an institution is capable of providing on its own campus.

By prohibiting four-year public universities from offering lower division courses within the service area of the community colleges the perceived and/or real need for competition of students will be eliminated. The CHE through official documents, has defined the service area of each community college to be within 45 minutes commuting distance of the campus.

Recommendation No. 16—That the first year of the Forest and Wood Technology program presently offered only by the individual community colleges within the UKCCS be expanded to include those four-year public institutions which desire to list the Forest and Wood Technology program as part of their curricular offerings and the University of Kentucky should take whatever actions necessary to increase utilization of this unique facility.

Rationale—Each of the 13 community colleges offer the first year of the two year Forest and Wood Technology program. During the Fall Semester 1975 35 freshmen students were reported as majoring in the Forest and Wood Technology program. The second year of the program is located in Quicksand, Kentucky at the University of Kentucky Wood Utilization Center. The facilities at the Wood Utilization Center can accommodate 35-40 students annually though during the 1976-77 academic year only 16 students were enrolled for the second year of the program.

Because of the expensive equipment and extensive facilities, the transportation requirements involved and the instructional and support staff required, the second year of this program with its low student enrollment could very possibly be the most expensive program per FTE student offered by the UKCCS. With the four-year universities offering the first year of the program, the potential number of students transferring to the Quicksand facility would be greatly increased. Further, this program would provide an additional career option for those students enrolled at the four-year universities. Should the number desiring to transfer to the Quicksand facility for the second year be greater than the number of spaces available, selective admissions criteria could be established which would possibly increase the quality of the graduate produced.

Recommendation No. 17—That greater emphasis be placed on and financial resources be made available for the support of formal orientation sessions and faculty development programs for part-time faculty within the UKCCS and the four-year universities.

Rationale—During the Fall of 1976 several hundred part-time faculty were employed to teach in both the community colleges and four year universities. In most instances, the part-time faculty member is a highly skilled professional whose main interest in teaching is not for the financial remuneration but for a variety of other reasons. Because of their availability and the desire of full-time instructors to teach during the traditional hours, a large majority of the evening courses are taught by part-time faculty. Since a great majority of the evening courses are composed of part-time students it follows that part-time faculty are in fact teaching part-time students.

Part-time students, because of a variety of reasons, are in need of better and more detailed counseling and academic advisement services, better instruction and more details as to institutional procedures than those enrolled on a full-time basis. In essence, the part-time faculty becomes the institution to the part-time student. Due to the lack of support and services provided for the part-time and evening student the part-time faculty member must be the conduit through which services are provided.

Part-time faculty members, if they are to be effective, must be properly oriented to the goals and direction of the institution, the characteristics of its students and the philosophy of the academic department. Unless already familiar, the part-time faculty member should be made aware of the services available both to him/her and his/her students, expectations of the institution and accountability measures to be used. Efforts to assist in the art of pedagogy should also be extended to the part-time faculty. Though it might be difficult, if not impossible, to train the part-time faculty in a brief period, various and alternative approaches could be suggested and literature and materials could be distributed.

If part-time faculty are happy, adequately oriented and consider themselves successful teachers, they become excellent community spokesmen, recruiters of additional students, especially part-time students, and recruiters for other high quality part-time faculty. A part-time faculty member, depending on his/her orientation, training and success can be a very effective individual for the community college. On the other hand, if he/she is poorly oriented, ill-advised and lacks basic teaching skills, he/she can be damaging to the community college.

Recommendation No. 18—That the Executive Budget as approved by the Legislature provide

funding to the Kentucky Educational Computer Network so as to include all community colleges as part of the Network.

Rationale—At present the University of Kentucky main campus provides computer services to the community colleges. Student and administrative records are processed and maintained on the Lexington campus. Frequently, services which should take only a few days for completion and return take two or more weeks. These delays cause the community college personnel and students many unnecessary interruptions, especially when concerned with student and personnel records.

Community colleges offering data processing academic programs must either use makeshift or similated laboratory experiences, use local business or industry hardware, or persuade the nearest four-year university to provide hands-on experience. With the community colleges a part of the KECNET, excellent turnaround for services would be available, each community college would be directly linked to the Lexington campus and the institutions offering data processing programs could have hands-on experience.

Recommendation No. 19—That the University of Kentucky explore all possible means which will lead to representation of UKCCS faculty and students on the University of Kentucky Board of Trustees.

Rationale—The UKCCS represents a major segment of the University of Kentucky and should have representation on the University of Kentucky Board of Trustees. Though it is possible for a community college faculty member to be elected to the Board of Trustees, to date none have been. A community college faculty representative to the Board could present his/her views and those of his/her peers regarding community college programs, funding for the community college system and policies and/or regulations needed for the UKCCS.

Regulations regarding the election of the student representative to the Board of Trustees presently prohibit a community college student from being elected. Since community college students represent better than 40 percent of the headcount enrollment of the University of Kentucky, a student representing the community college should be a member of the Board of Trustees. The community college student representative could keep the Board informed as to the community college student views on program offerings needed, Board policies affecting academic performance and the quality of instruction and support services offered.

Recommendation No. 20—That each four-year university offering two-year programs *designate an organizational unit* (establish a separate organization structure) for the administration and coordination of those programs. In addition, accurate records be maintained on the number of students enrolled in two-year programs, direct and indirect costs associated with the operation of the two-year programs, the faculty workload distribution for those teaching in the two-year programs and/or additional data as needed.

Rationale—As the need for accountability becomes greater and as more emphasis is placed on ascertaining the quality of education, accurate and appropriate data should be collected which will allow for comparisons to be made between and among two-year program offerings of the community colleges and the four-year universities. Since there is statutory authorization for the four-year universities to offer two-year programs, these programs should be reviewed and scrutinized in the same manner and using the same process as those offered by the community colleges. The maintenance and recollection of such data will allow for this review and decision-making.

Concerns

After talking with the various institutional personnel, visiting the community colleges and four-year institutions, and viewing first-hand the operation of many of the community college programs, several concerns have surfaced. Though these concerns tend to be of an internal nature to the University of Kentucky, UKCCS, and individual community colleges with no explicit recommendations being made, it is felt that for the stability of the programs, and the morale of the faculty, staff, and students, these concerns should be addressed.

- 1. As mentioned in the Introduction section of this document, the second year of the Forest and Wood Technology program at Quicksand, Kentucky, is administered and funded by the University of Kentucky College of Agriculture, Department of Forestry. Though the UKCCS apparently has a good working relationship with the College of Agriculture, it is believed an arrangement whereby funds would be made available to the UKCCS for student recruitment and other operating expenses and would give UKCCS more direct control over the personnel and budget of that program would greatly enhance the program's stability and quality.
- 2. While visiting the respective community colleges many faculty and staff expressed grave concern over apparent or perceived inequities in the salary structure. Several suggestions were offered though the one most frequently made was that salaries be commensurate with experience, work, and degree held while at the same time recognizing market factors and salaries being paid in the marketplace.
- 3. Though recognizing the need for an evaluation system, many faculty and staff expressed concerns over the criteria used and the administration of the current process. Many believe that the criteria for the evaluation does not adequately take into account the teaching aspects of the community college. They further expressed concern that too much emphasis is placed on the required participation in community service activities. Many of these same individuals believe that the evaluation is unfairly administered by allowing too much emphasis to be placed on subjective criteria.
- 4. As mentioned earlier in this document, the curriculum development/revision process of the UKCCS is considered by many to be too complicated and time consuming for the institution adequately to respond to the community's educational and employment needs. Repeatedly this concern was expressed by those who are sincerely interested in providing comprehensive community college education.
- 5. Upon receiving the demographic data questionnaire from UKCCS faculty members it was noted that better than 80 percent of those responding indicated they had not had any formal training in the history of philosophy of, or teaching in the community/junior college. Though it is true that many faculty have been teaching for several years in the UKCCS and consequently have experience rather than formal training, many of the younger faculty members need formal in-service training. In light of the large number of faculty who have not had such training the UKCCS should consider a rather extensive in-service program for all faculty members.

To provide for a mix of educational philosophies and to insure as well-rounded a faculty as possible it is felt those desiring higher degrees should be encouraged to enroll in out-of-state institutions. An examination of the demographic data of the UKCCS faculty will show that nearly 60 percent of those responding earned an undergraduate degree from a Kentucky institution and that nearly 55 percent of those responding hold their highest degree from a Kentucky institution.

Tables

Table 1

Appropriations per Full Time Equivalent Student for Public Community Colleges and Technical Institues in SREB States for the Year 1976-77[1]

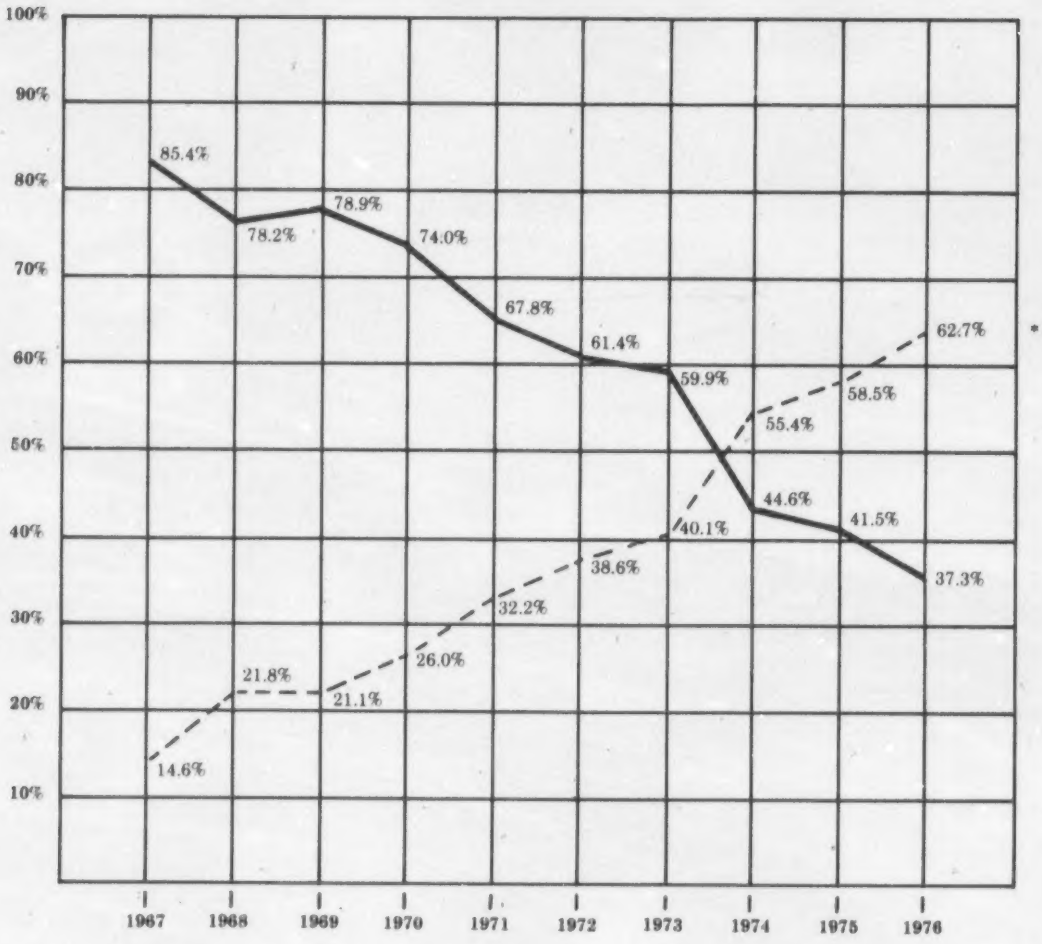
	Average
Kentucky (UKCCS)	**$ 993**
SREB Region	$1,147
Alabama	$---*
Arkansas	1,462
Florida	---*
Georgia	1,135
Kentucky	993
Louisiana	1,065
Maryland	1,027
Mississippi	---*
North Carolina	1,335
South Carolina	1,058
Tennessee	1,309
Texas	1,032
Virginia	1,357
West Virginia	996

*Data not shown because of differences in internal reporting procedures.

[1]Southern Regional Education Board, "Memorandum to State Higher Education Agency Heads Concerning 1976-77 Data Exchange," Atlanta, Georgia, Table 4A.

Table 2

University of Kentucky Community College System
Percentage of Headcount Enrollment by Type of Programs
1967-1976[1]



Technical .....

Transfer _____

*includes 9.4% non-degree, 1976
9.1% non-degree, 1975
9.6% non-degree, 1974

[1]Otis A. Singletary, informational handout presented at meeting of Council on Higher Education, Bowling Green, Ky., January 19, 1977.

Table 3

University of Kentucky Community College System
Career Programs Approved and Offered by Institution
For the Year 1977[1]

	Ashland	Elizabethtown	Hazard	Henderson	Hopkinsville	Jefferson	LTI	Madisonville	Maysville	Paducah	Prestonsburg	Somerset	Southeast
Accounting Technology	X					X	X			X			
Administrative Medical Assistant	X											X	
Agricultural Technology									X				
Architectural Technology							X						
Civil Engineering Technology	X						X					X	
Climate Control Technology						X							
Commercial Art Technology						X							
Communications Technology	X			X						X		X	
Culinary Arts						X							
Data Processing Technology					X	X	X	X		X		X	
Dental Hygiene	X						X						
Dental Laboratory Technician							X						
Early Childhood Education						X				X			
Electrical Engineering Technology						X	X					X	
Fire Science Technology						X	X			X			
Forest and Wood Technology	X	X	X	X	X	X	X	X	X	X	X	X	X
Human Services Technician	X		X	X	X	X						X	X
Industrial-Electrical Technology									X				
Law Enforcement Technology					X					X			
Library Technology				X		X							
Management Technology	X	X	X	X	X	X	X	X	X	X	X	X	X
Mechanical Engineering Technology						X	X						
Medical Laboratory Technician				X		X						X	X
Mining Technology			X					X					X
Nuclear Medicine Technician							X						
Nursing	X	X		X	X	X	X	X	X	X	X	X	
Physical Therapist Assistant						X							
Podiatry Assistant						X							
Radiologic Technology							X	X					
Real Estate	X					X	X						
Reclamation Technology								X					X
Recreation Leadership	X												X
Respiratory Therapist						X	X						
Secretarial Administration	X	X	X	X	X	X	X	X	X	X	X	X	X
Special Education Assistant												X	
Transportation Technology							X						

[1]University of Kentucky Community College System Catalog 1977-78, UIS-Publication 166, April 1977, p. 31.

Table 4

Average Salary of Full Time Instructional Faculty on 9-10 Month Contracts in Community Colleges and Technical Institutes in SREB States for the Year 1976-77[1]

	Average (All Ranks)
Kentucky (UKCCS)	$12,234
SREB Region (Community Colleges and Technical Institutes)	$13,554
Alabama	$13,113
Arkansas	12,476
Florida	15,176
Georgia	12,474
Kentucky	12,234
Louisiana	11,878
Maryland	17,309
Mississippi	11,236
North Carolina	11,699
South Carolina	10,961
Tennessee	12,319
Texas	14,425
Virginia	13,473
West Virginia	12,270

[1]Southern Regional Education Board, "Memorandum to State Higher Education Agency Heads Concerning 1976-77 Data Exchange," Atlanta, Georgia, Table 21.

Table 5

University of Kentucky Community College System
Average ACT Composite Score and High School Average of Freshmen Men, Women, and Combined; as an Average of the Thirteen Community Colleges for Years 1974, 1975, and 1976[1,2,3]

	1974			1975			1976		
	M	W	Comb.	M	W	Comb.	M	W	Comb.
Average ACT Composite	17.3	16.7	17.0	16.5	15.0	15.6	16.3	15.3	15.7
High School Average			2.8			2.7			2.8

Table 5A

National Norm
National Averages of ACT Composite Scores and High School Averages for Freshmen in Years 1974, 1975, 1976[1,2,3]

	1974			1975			1976		
	M	W	Comb.	M	W	Comb.	M	W	Comb.
National Average ACT Composite			19.5			19.4			18.7
High School Average			2.8			2.9			2.9

[1]ACT Class Profile Report, Enrolled 1974-75 Freshmen, Kentucky Community College Composite.

[2]ACT Class Profile Report, Enrolled 1975-76 Freshmen, Kentucky Community College Composite.

[3]ACT Class Profile Report, Enrolled 1976-77 Freshmen, Kentucky Community College Composite.

Table 6

University of Kentucky Community College System
Full and Part Time Student Enrollment by Sex as Shown in Percentages of Total Enrollment for the Fall Semesters 1975 and 1976[1]

	Fall 1975			Fall 1976		
	Male	Female	Total	Male	Female	Total
Full Time	30%	28%	58%	27%	31%	58%
Part Time	20%	22%	42%	19%	23%	42%
Total			100%			100%

Table 6A

National Norm
Full and Part Time Student Enrollment by Sex as Shown in Percentages of Total Enrollment for the Fall Semesters 1975 and 1976[2]

	Fall 1975			Fall 1976		
	Male	Female	Total	Male	Female	Total
Full Time	26%	18%	44%	23%	19%	42%
Part Time	29%	27%	56%	28%	30%	58%
Total			100%			100%

[1]Compiled from data supplied to the Council on Higher Education in Spring 1977 by the University of Kentucky Community Colleges and Systems Office.

[2]National Center for Educational Statistics, U. S. Department of Health, Education, and Welfare, Washington, D. C. February 3, 1977 Release.

Table 7

University of Kentucky Community College System
Full and Part Time Student Enrollment by Sex by Institution
for Fall Semesters 1974, 1975, and 1976[1]

		Fall 1974			Fall 1975			Fall 1976		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Ashland	Full Time	507	374	881	550	424	974	456	448	904
	Part Time	159	213	372	176	257	433	211	321	532
	Total			1253			1407			1436
Elizabethtown	Full Time	316	320	636	384	379	763	448	486	934
	Part Time	131	211	342	228	354	582	202	304	506
	Total			978			1345			1440
Hazard	Full Time	102	77	179	93	89	182	108	115	223
	Part Time	15	29	44	26	21	47	42	27	69
	Total			223			229			292
Henderson	Full Time	192	224	416	188	259	447	170	276	446
	Part Time	84	139	223	89	136	225	148	208	356
	Total			639			672			802
Hopkinsville	Full Time	203	223	426	287	302	589	277	355	632
	Part Time	208	316	524	220	406	626	136	314	450
	Total			950			1215			1082
Jefferson	Full Time	1162	943	2105	1624	1394	3018	1503	1542	3045
	Part Time	1297	1236	2533	1632	1457	3089	1436	1389	2825
	Total			4638			6107			5870
Lexington	Full Time	304	392	696	382	452	834	369	566	935
	Part Time	346	239	585	512	308	820	462	365	827
	Total			1281			1654			1762
Madisonville	Full Time	115	115	230	203	140	343	188	141	329
	Part Time	102	144	246	119	162	281	117	206	323
	Total			476			624			652
Maysville	Full Time	101	127	228	134	158	292	111	169	280
	Part Time	28	61	89	20	50	70	36	59	95
	Total			317			362			375
Paducah	Full Time	359	316	675	458	379	837	362	406	768
	Part Time	157	169	326	206	277	483	198	336	534
	Total			1001			1320			1302
Prestonsburg	Full Time	168	210	378	170	208	378	157	194	351
	Part Time	30	73	103	60	109	169	72	144	216
	Total			481			547			567
Somerset	Full Time	265	262	527	310	319	629	303	304	607
	Part Time	60	74	134	58	89	147	71	120	191
	Total			661			776			798
Southeast	Full Time	96	123	219	125	114	239	129	96	225
	Part Time	65	95	160	42	57	99	64	76	140
	Total			379			338			365
Total	Full Time	3890	3706	7596	4908	4617	9525	4581	5098	9679
	Part Time	2682	2999	5681	3388	3683	7071	3195	3869	7064
				13277			16596			16743

[1]Compiled from data supplied to the Council on Higher Education in Spring 1977 by the University of Kentucky Community Colleges and Systems Office.

Table 8

Full and Part Time Student Enrollment by Sex in Two Year Programs at State Supported Four Year Universities and the University of Kentucky Community College System: for Fall Semesters 1974, 1975, and 1976[1]

		Fall 1974			Fall 1975			Fall 1976		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Total Students Enrolled	Full Time	X	X	X	X	X	X	1,638	2,764	4,402
in Two Year Programs	Part Time	X	X	X	X	X	X	806	933	1,739
at Four-Year Universities.	Total			X			X			6,141
Total Students in	Full Time	3,890	3,706	7,596	4,098	4,617	9,525	4,581	5,098	9,676
UKCC System	Part Time	2,682	2,999	5,681	3,388	3,683	7,071	3,195	3,869	7,064
	Total			13,277			16,596			16,743
Grand Total of Students	Full Time	X	X	X	X	X	X	6,219	7,862	14,081
in Two Year Community	Part Time	X	X	X	X	X	X	4,001	4,802	8,803
College Type Programs	Total			X			X			22,884

X — incomplete data

[1]Compiled from data supplied to the Council on Higher Education in Spring 1977 by the University of Kentucky Community Colleges and Systems Office and the state supported four year universities.

Table 9

Full and Part Time Enrollment by Sex in Two Year Programs at State Supported Four Year Universities: for Fall Semesters 1974, 1975, and 1976[2]

		Fall 1974			Fall 1975			Fall 1976		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Eastern	Full Time	412	813	1225	430	946	1376	590	976	1566
Kentucky	Part Time	428	110	538	77	132	209	82	108	190
University	Total			1763			1585			1756
Kentucky	Full Time	n/a	n/a	n/a	n/a	n/a	n/a	48	58	106
State	Part Time	n/a	n/a	n/a	n/a	n/a	n/a	50	71	121
University	Total			n/a			n/a		227	227
Morehead	Full Time	168	307	475	302	478	780	287	494	781
State	Part Time	23	52	75	18	51	69	29	56	85
University	Total			550			849			866
Murray	Full Time	45	99	144	50	110	160	56	122	178
State	Part Time	8	7	15	9	8	17	10	9	19
University	Total			159			177			197
Northern	Full Time	72	132	204	160	368	528	171	361	532
Kentucky	Part Time	65	175	240	137	341	478	208	323	531
University	Total			444			1006			1063
University	Full Time	140	128	268	177	149	326	284	196	480
of	Part Time	274	168	442	275	222	497	335	223	558
Louisville	Total			710			823			1038
Western	Full Time	n/a	n/a	n/a	n/a	n/a	617	202	557	759
Kentucky	Part Time	n/a	n/a	n/a	n/a	n/a	100	92	143	235
University	Total			n/a			717			994
Total	Full Time							1638	2764	4402
	Part Time							806	933	1739
	Total									6141

n/a — not available

[2]Compiled from data supplied to the Council on Higher Education in Spring 1977 by the state supported four year universities.

Table 10

University of Kentucky Community College System
Number of Off Campus Offerings and Enrollment by Institution, by County
for Fall Semester 1976[1]

Institution* and (County of Location)	County In Which Offered	Number of Courses	Enrollment
Ashland Community College			
(Boyd)	Boyd	8	225
	Greenup	2	38
Total		10	263
Elizabethtown Community College			
(Hardin)	Hardin	5	62
	Nelson	5	104
Total		10	166
Henderson Community College			
(Henderson)	Daviess	4	66
	Henderson	3	46
	Union	4	74
Total		11	186
Hopkinsville Community College			
(Christian)	Caldwell	1	11
	Lyon	1	17
	Trigg	4	55
	Ft. Campbell (Eagle)	15	269
Total		21	352
Lexington Technical Institute			
(Fayette)	Fayette	7	122
Total		7	122
Maysville Community College			
(Mason)	Fleming	1	14
Total		1	14
Prestonsburg Community College			
(Floyd)	Johnson	3	39
	Lawrence	2	22
Total		5	61
Somerset Community College			
(Pulaski)	Pulaski	1	14
Total		1	14
Southeast Community College			
(Harlan)	Bell	5	63
	Harlan	3	36
	Letcher	1	14
Total		9	113

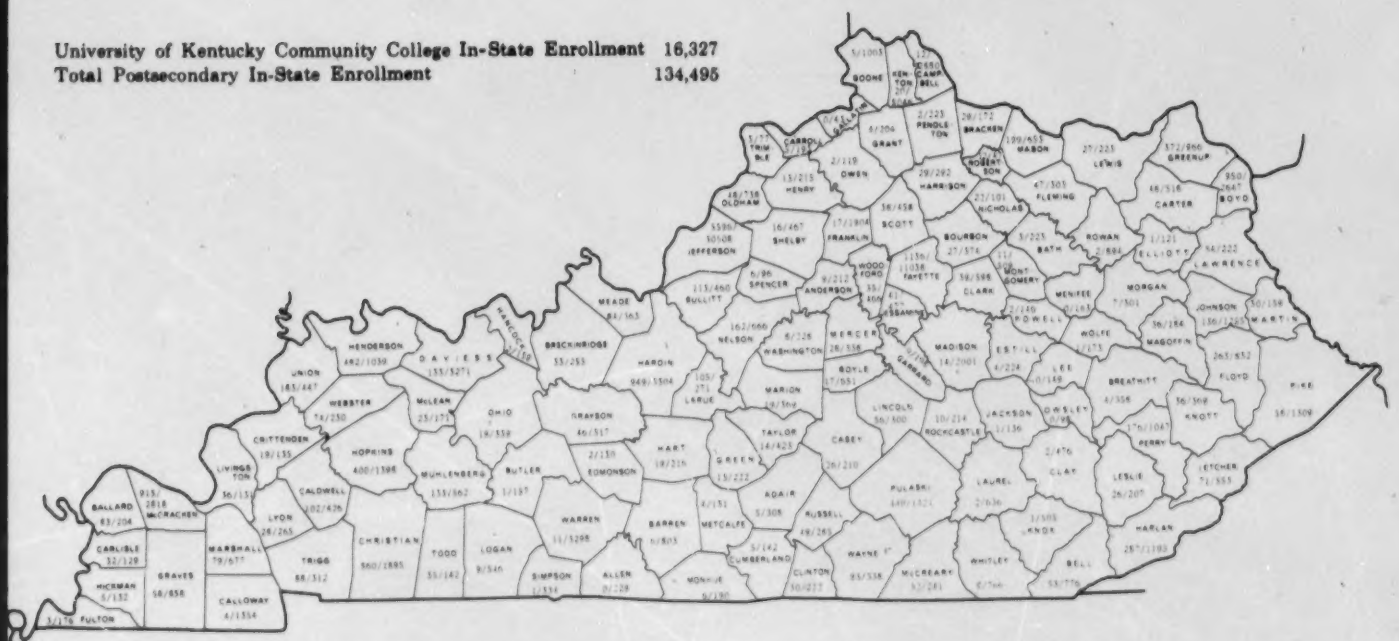
*Hazard, Jefferson, Madisonville, and Paducah Community Colleges did not offer any off campus courses.

[1]Compiled from data located in Council on Higher Education Office of Academic Programs.

Table 11

Origin of Enrollment by County for the University of Kentucky Community College System as Compared to Total Postsecondary Enrollment, Including Public and Independent Two and Four Year Institutions and Postsecondary State Vocational Technical Schools, for Fall 1976[1]

University of Kentucky Community College In-State Enrollment	16,327
Total Postsecondary In-State Enrollment	134,495



[1]Compiled from Council on Higher Education Enrollment Reports and data supplied by the Kentucky Department of Education.

Appendix

Commonwealth of Kentucky
Council on Public Higher Education
Capital Plaza Office Tower
Frankfort 40601

Community College Study
Faculty Questionnaire*

1. How long have you been teaching at the community college? *Average 4.58* years

2. What were you doing prior to your enrollment at the community college?

6.8%	(1) worked in another community college	*13.6%*	(5) student
16.9%	(2) worked in a 4-year college or university	*28.9%*	(6) other
20.7%	(3) worked in a high school	*1.1%*	*N/R***
11.7%	(4) worked in industry		

3. Is this your first teaching experience in a two-year institution? *85.6%* Yes *13.6%* No

4. Did you, as an undergraduate, attend a community or junior college? *18.8%* Yes *80.3%* No

5. Where did you get your undergraduate degree?

20.7%	(1) Kentucky regional institution	*23.5%*	(5) Out-of-state public institution
14.2%	(2) Kentucky private institution	*16.4%*	(6) Out-of-state private institution
15.0%	(3) University of Kentucky	*2.2%*	*N/R*
7.6%	(4) University of Louisville		

6. Do you favor an "open door" admissions policy? *71.7%* Yes *22.1%* No *6.1% N/R*

7. List highest degree held and from where received _____

1.4% Associate	*62.9% Masters*	*6.5% Doctorate*
16.1% Baccalaureate	*9.6% Specialist*	*3.2% N/R*

20.0%	(1) Kentucky regional institution	*29.5%*	(5) Out-of-state public institution
4.4%	(2) Kentucky private institution	*13.3%*	(6) Out-of-state private institution
19.4%	(3) University of Kentucky	*3.4%*	N/R
9.8%	(4) University of Louisville		

8. If presently working toward a degree other than the one listed above, please indicate the type of degree and institution

.2% Associate	*7.6% Masters*	*5.6% Doctorate*
1.7% Baccalaureate	*7.3% Specialist*	*77.2% N/R*

6.1%	(1) Kentucky regional institution	*5.1%*	(5) Out-of-state public institution
.5%	(2) Kentucky private institution	*2.2%*	(6) Out-of-state private institution
5.2%	(3) University of Kentucky	*76.1%*	*N/R*
4.5%	(4) University of Louisville		

9. Have you ever had any formal training in the history of, philosophy of, and/or teaching in the community/junior college?
17.8% Yes *80.5%* No *1.5% N/R*

If yes, please list courses and numbers of hours: Courses No. Hours

_____
_____
_____
_____

10. In your opinion, how does the academic preparation of those students who complete the pre-baccalaurete program at your institution compare with those students who have completed their first two years at a four-year institution?

18.0% Better prepared *53.8%* Equally Prepared *16.6%* Less prepared *11.5% N/R*

If change is needed, briefly list those recommendations you would make to imprive student preparation:

*Responses to this questionnaire as a percentage of total respondents.
**N/R — no response

11. Do you feel that those students who complete the career-oriented program are adequately prepared to enter the labor force in their respective fields? *75.7%* Yes *10.3* No. *13.9% N/R*
If not, briefly list those recommendations that you make in order to improve this situation:

12. In your opinion, what is the quality of service received by students attending your institution in each of the areas listed below?

	Excellent	Adequate	Poor	*N/R*
A. guidance and counseling	*39.2%*	*42.4%*	*7.9%*	*10.3%*
B placement	*12.0%*	*50.2%*	*19.4%*	*18.1%*
C. advice regarding transfer	*32.5%*	*46.8%*	*6.5%*	*14.0%*
D. academic advisement	*36.5%*	*44.3%*	*6.5%*	*12.6%*
E. On-campus social and recreational opportunity	*10.9%*	*39.4%*	*36.2%*	*13.3%*

13. In your opinion, how does the "open door" admission policy affect the quality of instruction that is offered?

17.3% Promotes *31.6%* No effect *41.6%* Restricts *7.3% N/R*

14. In your opinion, to what degree is your institution meeting the educational needs of the local community?
40.6% Excellent *48.0%* Adequate *5.9%* Poor *5.3% N/R*

If change is needed, what recommendations would you make to correct this situation?

15. In your opinion, how does the present process of curriculum revision and the addition of courses/programs (approved on a system-wide basis) affect your institution in serving the educational needs of the local community?

32.8% Promotes *18.7%* No effect *33.0%* Restricts *15.3% N/R*

If change is needed, what could be done to improve this situation?

16. Are there pre-baccalaureate and career programs, and community service opportunities which your institution should be offering but is not currently offering?
34.2% Yes *38.4%* No. *27.2% N/R* If yes, what programs should be offered?

17. In your opinion, how does the present governing structure of the community colleges in Kentucky (i.e., as part of the University of Kentucky System) affect your institution in serving the educational needs of the local community?

49.7% Supports *12.0%* No effect *28.6%* Limits *9.5% N/R*

18. If you feel the present governing structure limits your institution from serving the educational needs of your community, would you like to see the present governing structure change? *20.5%* Yes *28.2%* No *51.1%* Not applicable

19. The following list includes alternatives to the current governing structure. Please rank this list according to your preference (or according to the best governing structure for your college). *

Please use ranking scale of 1 (most favorable) through 6 (least favorable)

50.1% (A) community colleges as part of the University of Kentucky System
13.4% (B) a statewide governing board with a local advisory board for each institution
10.6% (C) complete institutional autonomy with each institution having governing board
1.8% (D) operational control by the nearest public four-year institution
11.7% (E) governing board operating individual institutions with statewide board for coordination
1.9% (F) other, please describe
10.0% N/R

*only most favorable response used

Bibliography

The Bibliography has been deleted due to small size of type.

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 9 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES